



THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2011

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The American Freshman: National Norms Fall 2011

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INTRODUCTION

This past year has seen an intensified interest in graduation rates, as colleges, organizations, and individuals have reacted to President Obama's call to dramatically increase the percentage of young adults in the United States with associate and bachelor's degrees. Another oft-discussed issue in higher education this past year has been academic rigor, and how much our students are learning during their time in college. Both topics have also been examined this year through research using data from the Cooperative Institutional Research Program (CIRP), and both play a role in the findings from this year's CIRP Freshman Survey.

In November of 2011, the Higher Education Research Institute (HERI) released the latest in a series of monographs that have examined the connection between graduation rates and the characteristics that students bring with them to college, as measured by the CIRP Freshman Survey. *Completing College: Assessing Graduation Rates at Four-Year Institutions* (DeAngelo, Franke, Hurtado, Pryor, & Tran, 2011) updates and extends previous HERI work (Astin, Tsui, & Avalos, 1996; Astin & Oseguera, 2005) that indicates how by taking into account a broad array of social, economic and psychological characteristics of incoming students, as well as an institution's mission, colleges and universities could assess how effective they are at moving students toward completion of their degrees over four, five and six years. This is done by calculating an expected graduation rate that is based on the input characteristics of the incoming

Continuing HERI's longstanding interest in improving graduation rates, we held our first summer institute dedicated to persistence and retention in 2011.

class, and then comparing the expected rate to the actual graduation rate at that institution.

The HERI Expected Graduation Rate Calculator (<http://heri.ucla.edu/GradRateCalculator.php>) is an innovative companion to the monograph. For colleges participating in the CIRP Freshman Survey, this calculator is an Excel file prepopulated with institutional CIRP Freshman Survey data. It not only provides the institution's expected graduation rate, but has a forecasting option that allows those at the college to modify values and see the impact on the expected graduation rate. Initial reaction to the calculator has been very positive, and we are pleased to be able to provide this tool to schools participating in the CIRP Freshman Survey as part of our standard reporting.

Continuing HERI's longstanding interest in improving graduation rates, we held our first summer institute dedicated to persistence and retention in 2011, and, based upon the overwhelmingly positive reception, will be repeating the institute in the summer of 2012. This brings the total of summer institutes to

three, including the long-standing CIRP Summer Institute, which provides extended training to researchers in using the CIRP surveys, and our Diversity Research Institute, which arms attendees with the latest in diversity research as well as practical assistance in crafting institutional action plans.

Over the past year, approximately 30 academic articles, book chapters, and books have been written using data from CIRP surveys, extending what we know about the college experience.

Several publications used CIRP data to look at persistence in the science, technology, engineering, and math (STEM) majors. Hurtado and others (Hurtado, Newman, Tran, & Chang, 2010) summarized findings and drew implications from multiple papers from the first phase of a national longitudinal study of undergraduate STEM majors conducted by HERI. The authors identify good practices that can both improve the rate of STEM degree completion and advancement into graduate studies in STEM fields. They also point out key limitations in this area.

Espinosa (2011) used longitudinal Freshman Survey and College Senior Survey data to examine the role of precollege characteristics, college experiences, and institutional setting on the persistence of undergraduate women of color in STEM. She also found that certain college experiences were pivotal, such as engaging with peers to discuss course content, joining STEM-related student organizations, and having altruistic ambitions, all positively influenced persistence for women of color in the STEM fields.

Last year saw the debut of the newest CIRP survey, the Diverse Learning Experiences (DLE) survey. Although it is still a new survey, the Diverse Learning Environments survey is

already being featured in publications. The Multi-Contextual Model for Diverse Learning Environments (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, in press) that served as the basis for the DLE is explained in an upcoming volume of *Higher Education: Handbook of Theory and Research*. The model helps to explain how different aspects of an institution all play important roles in achieving student outcomes, and can guide both research and practice in creating the conditions for achieving student success.

Also using the Diverse Learning Environments survey, Hurtado, Cuellar, and Guillermo-Wann (2011) examined CIRP's two new validation constructs, *General Interpersonal Validation* and *Academic Validation in the Classroom*. Through construct validity and cross-validation tests, they affirmed that the survey items do tap into these latent factors for diverse students, and found that students of color perceive lower levels of both forms of validation compared to White students. The validation constructs are not only available on the DLE for institutions to use locally, but, due to their importance in understanding persistence from year to year, have also been incorporated into our survey for students at the end of the first year of college, the Your First College Year survey. Ruiz and Pryor (2011) described how the DLE could be used by both community colleges and four-year schools to provide essential information on the transfer student experience.

In a study using longitudinal Freshman Survey and College Senior Survey data, Cole (2011) investigated the intellectual self-concept and college GPA of African American students. He found that, contrary to popular belief, African American students do not appear to be operating from a value of anti-intellectualism, as they are

entering college with average to high ratings of intellectual self-concept. These levels increase further after four years of college for African American students. His finding that the educational environment has a larger effect on grades than on self-concept indicates that other factors are contributing to the increase in self-concept for these students.

Other articles using CIRP surveys' civic measures looked at the relationship between civic behaviors and civic values (Bryant, Gayles, & Davis, 2011), the psychometrics of civic values (Lott & Eagan, 2011), and citizenship in a global society (Rios-Aguilar, 2011).

As we continue to publish articles in scholarly journals like those above, we are also expanding our reach with innovations in our communications. Monographs like this, the 46th version of *The American Freshman*, will now be available as free downloads from the HERI website. All of the HERI and CIRP monographs, going back to 1966, have been scanned and are now freely available on the HERI website (www.heri.ucla.edu), with bound copies of the new publications available to order via print on demand.

We significantly increased our presence in social media, with an active HERI Facebook page and Twitter account where we post frequent updates

on our research and service to participating CIRP institutions. The HERI blog has also found its footing this year, and has an active following.

Our first foray into the world of infographics was a great success, with compelling graphic depictions of findings from the *Your First College Year* and *Diverse Learning Environments* surveys provided to thousands of educators in hard copy and electronic formats.

Representatives from HERI were active on the road this year, attending dozens of conferences and meetings to assist institutions in understanding the experiences and gains their students make through the use of CIRP surveys. We continue to hear positive reactions to the improvements in our reports and data services. The accreditation guides that assist institutions in using CIRP surveys in that process have been well received as we expand our services for our institutional partners going through that process.

As we head into another busy year, with monographs on the HERI Faculty Survey and our retrospective look at the last 45 years of the Freshman Survey, I would like to thank not only all the many proponents of CIRP surveys out there, but the wonderful staff at HERI who make it all possible. Here is to a great 2012!



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Director
Cooperative Institutional Research Program

THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2011

The 46th administration of the CIRP Freshman Survey finds the political and social views of incoming first-year students leaning in a more liberal direction. We also see a shift in students being more academically oriented, with behaviors in high school and expectations for college moving in this direction. We continue to see the effects of the global economic situation impacting students entering college in both the reasons why students choose to go to college and the ways in which college is financed. Revisiting the main findings from last year's administration of the CIRP Freshman Survey, we continue to see high levels of feeling overwhelmed and low levels of self-efficacy in emotional health in our incoming first-year students.

We also see a shift in students being more academically oriented, with behaviors in high school and expectations for college moving in this direction.

The results in this monograph are based upon data from 203,967 first-time, full-time students entering 270 four-year colleges and universities of varying levels of selectivity and type in the United States. These data have been statistically weighted to reflect the approximately 1.5 million first-time, full-time, first-year students entering 1,580 four-year colleges and universities across the country in 2011. This means that differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of roughly 15,000 first-year students nationally. A complete discussion of the CIRP Freshman Survey methodology, stratification scheme, and weighting procedures is presented in Appendix A.

This year's incoming first-year class has decidedly more liberal views.

Political and Social Views Decidedly More Liberal

Although how they characterize their political views (liberal, middle of the road, or conservative) has not changed appreciably over the last two years, when asked about specific political and social views this year's incoming first-year class has decidedly more liberal views than previous classes.

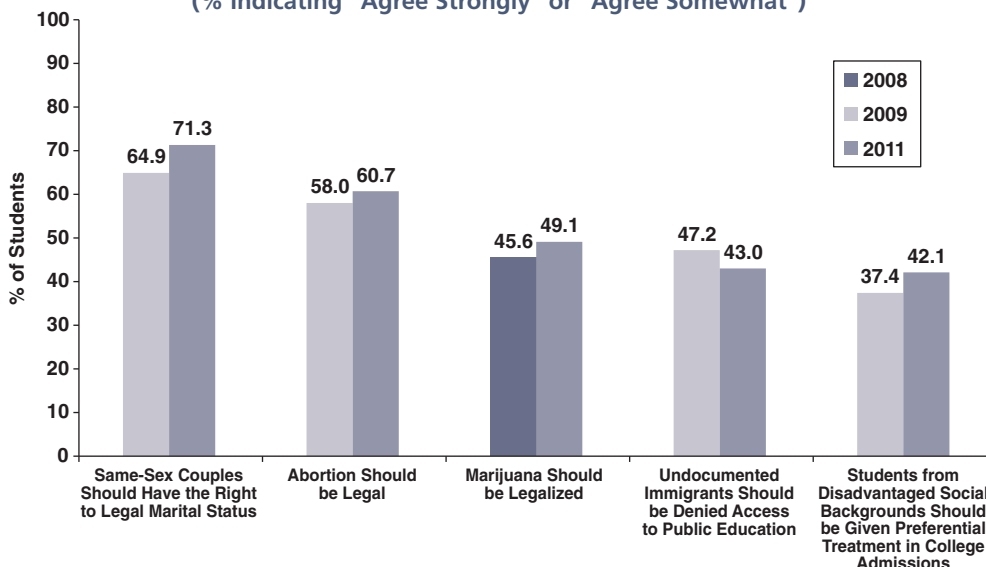
Over the last two years the percentage of entering first-year students who describe themselves as "liberal" (29.0% in 2009, 27.3% in 2010, and 27.6% in 2011), or "conservative" (21.8% in 2009, 21.7% in 2010, and 20.7% in 2011) has not changed much, while those describing themselves as "middle of the road" (44.4% in 2009, 46.4% in 2010, and 47.4% in 2011) has risen slightly. Nevertheless, the five substantial changes we see among student social and political views were all in a liberal direction (see Figure 1).

Across the entire survey for 2011, the biggest percentage point change has been in increasing support for same-sex marriage, a question last asked on the CIRP Freshman Survey in 2009. The percentage of entering first-year students who either "agree somewhat" or "agree strongly" that same-sex couples should have the right to legal marital status moves up from 64.9% in 2009 to 71.3% in 2011, increasing a remarkable 6.4 percentage points over the two-year period. Although incoming male students lag behind incoming female students in support of same-sex marriage (64.1% versus 77.3%), the gap is closing, with support among males rising

7.4 percentage points (from 56.7% in 2009) compared to 5.5 percentage points among females (from 71.8% in 2009).

While support for same-sex marriage is highest amongst liberal students, at 88.3%, even students who view themselves as conservative expressed support at the rate of 42.8%. We are rapidly approaching the point where it will be a definitive minority opinion amongst college students

**Figure 1. Support for Political/Social Issues
(% Indicating "Agree Strongly" or "Agree Somewhat")**



that same-sex couples should be deprived of the right to legal marriage. Given the influence of young voters in the last Presidential election, candidates for office should be aware of how college student views of this civil rights issue are progressing.

In another finding that is relevant to the current political climate, fewer incoming students believe that undocumented immigrants should be denied access to public education. Although fairly evenly split in 2009 (the last time this question was asked on the survey) with support at 47.2%, opposition to access to public education for undocumented immigrants drops 4.2 percentage points to 43.0% in 2011. While decidedly more conservative students (61.0%), report support for this statement, this still means that 39.0% of self-described conservative students believe that undocumented immigrants should be allowed access to public education. Liberal students are much less likely to support denying access to public education to illegal immigrants, with only 29.6% agreeing either “somewhat” or “strongly.”

Another change seen this year in terms of political and social issues is support for the statement that “students from disadvantaged social backgrounds should be given preferential treatment in college admissions,” with more incoming first-year students supporting such a policy, from 37.4% in 2009 to 42.1% in 2011. This 4.7 percentage point change is, again, in a more liberal direction. It also marks an all-time-high point for support since the question was first asked in the survey in 1971.

In a change that will probably not impact the presidential election platforms, more incoming first-year students support the legalization of marijuana in 2011, at 49.1%, than in 2009, at 45.6%. This is rapidly approaching the highest

level of support recorded in the CIRP Freshman Survey of 51.3% in 1977. The legalization of marijuana has had a fascinating roller coaster history, moving from the high of 51.3% in 1977 to a low in 1989 of 16.7%, and now back up to current levels which are similar to the 1970s.

The belief that abortion should be legal, on the down turn since 1992 when support was at an all-time high of 67.2%, has risen in recent years, going from 58.0% in 2009 to 60.7% in 2011, an increase of 2.7 percentage points. This again shows a difference between self-described conservative and liberal students, with 79.4% of liberal students in support versus 37.4% of conservative students.

We are rapidly approaching the point where it will be a definitive minority opinion amongst college students that same-sex couples should be deprived of the right to legal marriage.

Finally, support for the statement that “a national health care plan is needed to cover everyone’s medical costs” has not changed appreciably since 2010, when 61.3% were in support, compared to 60.5% in 2011, a drop of less than one percentage point. It has, however, dropped quite a bit from 2007, when 74.5% of entering students were in support of national health care. This is a fairly polarizing issue among incoming first-year students, with a much higher rate of support among liberal students, at 81.3%, than among conservative students, at 28.9%, and sure to be an issue on college campuses as we proceed towards the national Presidential election.

Students entering four-year colleges and universities in 2011 show a slight positive change in several behaviors and attitudes consistent with academic success.

More Academically-Oriented Students Entering College

Students entering four-year colleges and universities in 2011 show a slight positive change in several behaviors and attitudes consistent with academic success (see Table 1). Compared to 2010, more students report that as high-school seniors they “frequently” took notes in class (69.2%, up from 67.0%). More incoming students expect that as college students they will discuss course content with students outside of class (48.8%, up from 46.9% in 2010), a practice we know from other CIRP research is important to retention and leads towards greater

academic gains in college (DeAngelo, 2012; Hurtado & DeAngelo, 2012). Those who report that they studied 6 or more hours a week on average as high school seniors also moved up slightly, to 39.5%, compared to 37.3% in 2010.

In addition, fewer students report that they “frequently” or “occasionally” came to class late as high-school seniors (54.7%, down from 57.0% in 2010), and fewer report being “frequently” bored in class (36.4%, down from 39.2% in 2010). Non-academic activities that might interfere with academic gains also exhibit declines. Those who drank beer either “frequently” or “occasionally” in the last year of high school dropped from 38.4% to 35.4%, a decrease of 3.0 percentage points and continuing a downward trend. Similar consumption of wine or liquor also dropped from 43.3% in 2010 to 41.1%. Both of these percentages in 2011 are at all-time lows, considerably down from the late 1970s and early 1980s when over 70% of the entering class reported frequent or occasional alcohol use. Finally, those reporting that they spent at least some time in an average week in

Table 1. Student Behaviors and Attitudes During High School

| Survey Item | 2009 | 2010 | 2011 |
|--|------|------|------|
| Senior Year of High School Behaviors and Attitudes | | | |
| Took Notes During Class (frequently) | 66.5 | 67.0 | 69.2 |
| 6+ Hours Per Week Spent on Studying/Homework | 34.7 | 37.3 | 39.5 |
| Took 5+ AP Courses | 18.7 | | 21.7 |
| Took 5+ AP Exams | 15.5 | | 18.9 |
| Senior Year of High School Behaviors and Attitudes | | | |
| Any Hours Per Week Spent Partying | 69.7 | 68.1 | 65.3 |
| Came Late to Class (occasionally/frequently) | 57.5 | 57.0 | 54.7 |
| Drank Wine or Liquor (occasionally/frequently) | 44.4 | 43.3 | 41.1 |
| Drank Beer (occasionally/frequently) | 39.5 | 38.4 | 35.4 |
| Bored in Class (frequently) | 38.6 | 39.2 | 36.4 |
| Expectations for College | | | |
| “Very Good Chance” of Discussing Course Content with Students Outside of Class | 46.5 | 46.9 | 48.8 |

high school “partying” moved down to 65.3% in 2011, compared to 68.1% in 2010.

More of today’s students entering college have been challenging themselves academically in high school. In 2011, the percentage of incoming first-year students taking at least one Advanced Placement (AP) course in high school went up 3.1 percentage points, from 67.9% in 2009 (the last year in which this question was asked) to 71.0% in 2011. Most of this growth seems to be in students taking five or more AP courses, moving up from 18.7% in 2009 to 21.7% in 2011. More students also took the AP exams, with the percentage of incoming students taking at least one AP exam going up to 64.4% in 2011, from 60.2% in 2009. Those taking at least five AP exams also rose, from 15.5% in 2009 to 18.9% in 2011. Students planning to major in a STEM field (science, technology, engineering, or math) were more likely to take AP classes than were those planning to major in business (77.3% versus 66.4% for taking at least one AP class and 28.1% versus 17.7% for taking five or more).

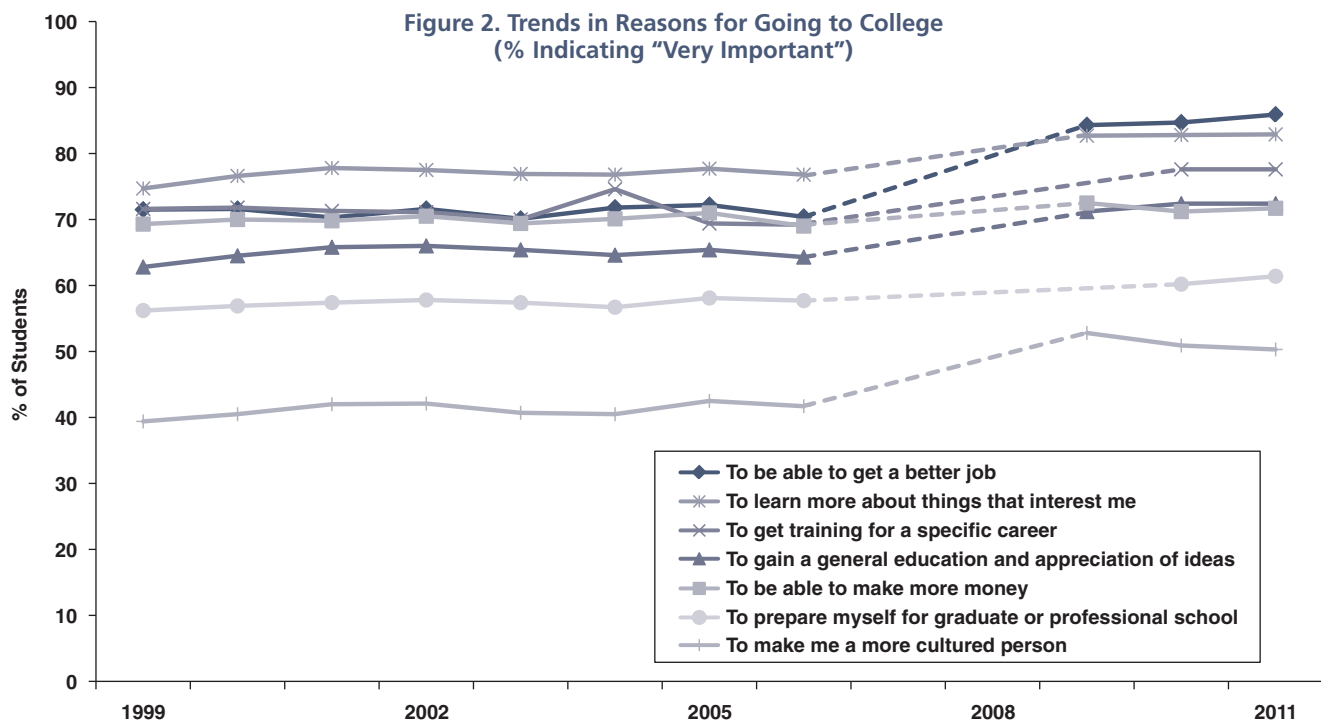
Some of the above behaviors, such as hours per week studying as a high-school senior and coming late to class frequently in the past year, have connections to degree completion. In our recently released report *Completing College: Assessing Graduation Rates at Four-Year Institutions*, (DeAngelo et al., 2011), students who on the CIRP Freshman Survey reported studying more as a high-school senior had a higher probability of graduating in four, five, or six years than those who reported less time studying. Similarly, students who were more likely to report coming late to class in high school were less likely to graduate from college in either four, five, or six years.

Most Important Reason to Attend College is to Get a Better Job

Most of today’s entering students are deciding to go to college to get a better job, with 85.9% reporting that “to be able to get a better job” is “very important” in their decision-making process. Better job prospects continue as the number one reason to attend college, as it has since 2009, the first point of data we have after the recession started in 2007 (see Figure 2).

Better job prospects continue as the number one reason to attend college, as it has since 2009, the first point of data we have after the recession started in 2007.

“To learn more about things that interest me” is a close second in 2011, with 82.9% indicating this reason is “very important” in deciding to go to college. In 2006, before the current recession, this reason to attend held the top position, when 76.8% of entering students indicated that learning about things that interested them was a “very important” reason to go to college, and higher than the 70.4% who indicated the same for securing a better job. Interestingly, although there has been a change in the top spot, “to get training for a specific career” remains steady as the third most important reason to attend college with 77.6% of students in 2011 indicating this reason as “very important” in deciding to attend college. Slightly fewer than this, 71.7%, believe that “to be able to make more money” is a “very important” reason to go



to college. About as many entering students in 2011 are interested in making more money as in a general education, with 72.4% reporting that "to gain a general education and appreciation of ideas" was "very important" to them. The two consistent bottom reasons rated by students to attend college are to prepare for advanced study and to become more cultured. In 2011, approximately three out of five (61.4%) believe that preparation for graduate or professional school

was a "very important" part of their decision-making process and only half (50.3%) believe the same for "to make me a more cultured person."

Students who plan to major in different areas of study also come to college for different reasons. As shown in Table 2, for students intending to major in a STEM field and those planning to major in business, securing a better job is the

Table 2. Reasons for Going to College, by Probable Major (% Indicating "Very Important")

| Reason | STEM | Business | Social Science | Humanities | Other |
|---|------|----------|----------------|------------|-------|
| To be able to get a better job | 88.3 | 91.7 | 83.0 | 73.3 | 85.5 |
| To learn more about things that interest me | 83.0 | 76.3 | 84.9 | 89.6 | 82.9 |
| To get training for a specific career | 82.4 | 76.4 | 75.2 | 73.7 | 72.4 |
| To be able to make more money | 72.3 | 84.0 | 65.4 | 55.6 | 73.4 |
| To gain a general education and appreciation of ideas | 71.4 | 69.9 | 76.2 | 74.7 | 71.1 |
| To prepare myself for graduate or professional school | 69.7 | 57.2 | 63.9 | 46.0 | 50.9 |
| To make me a more cultured person | 46.1 | 47.2 | 55.9 | 62.0 | 49.1 |

most important reason to attend college (88.3% vs. 91.7%, respectively). Wanting to learn about things that interest them is the top priority for students intending to major in the social sciences (84.9%) or in humanities (89.6%), although for future social science majors, this reason is also close to wanting a better job (83.0%).

Business majors are the most likely to attend college with an eye towards making more money, as 84.0% report that this is “very important,” much more than the 72.3% of STEM majors, the 65.4% of social science majors, and the 55.6% of humanities majors.

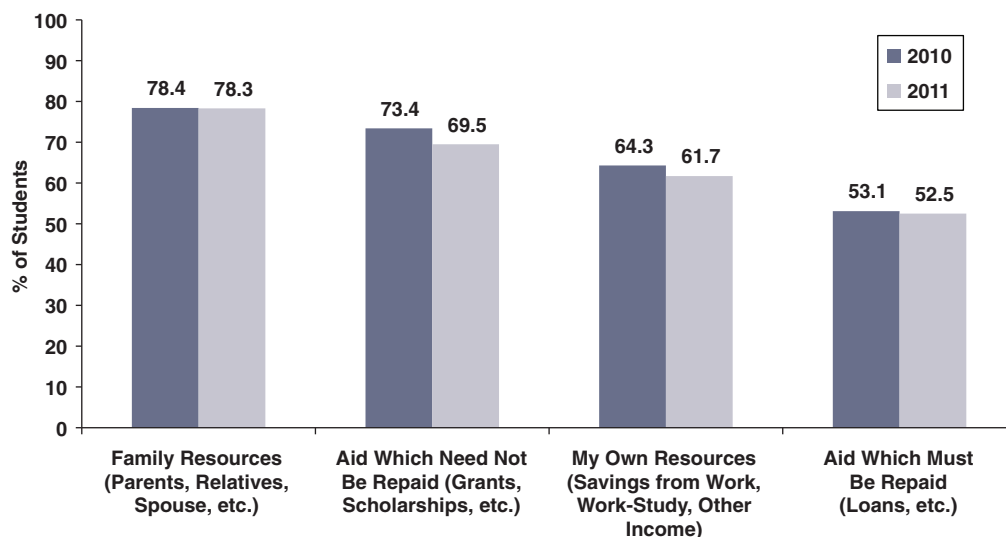
The most striking differences in reasons to attend college are between probable business and humanities majors. Whereas wanting a better job was first for business majors, it ranks fourth among those planning to major in humanities, with just 73.3% indicating “very important.” Gaining a general education and appreciation for ideas is second for humanities majors (74.7%), but in fifth place for business majors (69.9%). And, while being able to make more money is second in importance for business majors, it is second to last in importance as a reason to attend college for those planning to major in the humanities. These differences in importance for attending college clearly show that these two groups of entering students want and appreciate different aspects of the experience and outcomes of college.

At the same time that fewer students entering in 2011 are receiving scholarships, those receiving \$10,000 or more in this type of aid also dropped.

Changing Patterns in How Students Pay for College

Fewer incoming students report financing at least some of their first-year expenses through grants or scholarships, moving from 73.4% who did so in 2010 down to 69.5% in 2011, a drop of 3.9 percentage points (see Figure 3). At the same time that fewer students entering in 2011 are receiving scholarships, those receiving \$10,000 or more in this type of aid also dropped, from 29.2% in 2010 to 26.8% in 2011, a drop of 2.4 percentage points. Thus, fewer students are receiving scholarships, and the dollar amount of scholarships is trending downward.

Figure 3. Sources of Financing for First Year of College
(% Indicates Any Funds Received)



Although the percentage of students reporting that they have at least some financing from loans has not changed appreciably from 2010 (53.1%) to 2011 (52.5%), compared to a decade ago we have seen a substantial increase in students using loans, moving up from 44.8% in 2001, an increase of 7.7 percentage points. In that ten-year period we also see growth in the percentage of students taking out large loans. In 2001, 5.6% of entering students reported that they expected to use \$10,000 or more in loans to help cover expense in the first year of college. In 2011, this had more than doubled to 13.3%. With average indebtedness for college graduates reaching \$25,250 in 2010, up 5% from the previous year (The Institute for College Access & Success, 2011), we should be concerned about the combination of fewer funds from scholarships and the increased high usage of loans to pay for college.

Fewer students also plan to contribute money to pay for college from their own resources, either from summer jobs or anticipated work-study jobs while in college, moving downward from 64.3% in 2010 to 61.7% in 2011, a drop of 2.6 percentage points. As we have discussed previously (Pryor, Hurtado, DeAngelo, Palucki Blake, & Tran, 2009), this likely reflects the lowered probability of getting such jobs, in summer or on campus.

Despite these changes, entering students in 2011 report similar levels of concern about financing their education, with 11.9% reporting major concerns (11.1% in 2010) and 55.5% with some concerns (54.5% in 2010). Major concerns, however, continue to be most prevalent among students entering private historically black colleges and universities (HBCUs), with 22.1%, roughly one in five, not sure they will have enough funds to complete college.

Group Differences Evident in College Choice

The percentage of entering students attending their first-choice institution continues to decline, dropping 2.6 percentage points to 57.9% in 2011 from 60.5% in 2010. This is the lowest this figure has been since the question was first asked in 1974, and continues a downward trend that began in 2006.

Also declining is the percentage of incoming students accepted at their first-choice college, decreasing from 78.9% in 2010 to 76.0% in 2011. A stable gap remains between acceptances at first-choice institution and actual attendance at those schools, at 18.1 percentage points in 2011 and very similar to the 18.4 percentage points we saw in 2010.

We have previously reported on the impact of financial issues on college choice (Pryor, Hurtado, DeAngelo, Sharkness, Romero, Korn, & Tran, 2008; Pryor, Hurtado, DeAngelo, Palucki Blake, & Tran, 2010), and this year we focus on the gap between acceptance and attendance at first-choice institutions for first-generation college students. First-generation students, defined as those students whose parents have had no college-attending experience, bring with them a different set of motivations and experiences to the college selection process (Sáenz, Hurtado, Barrera, Wolf, & Yeung, 2007).

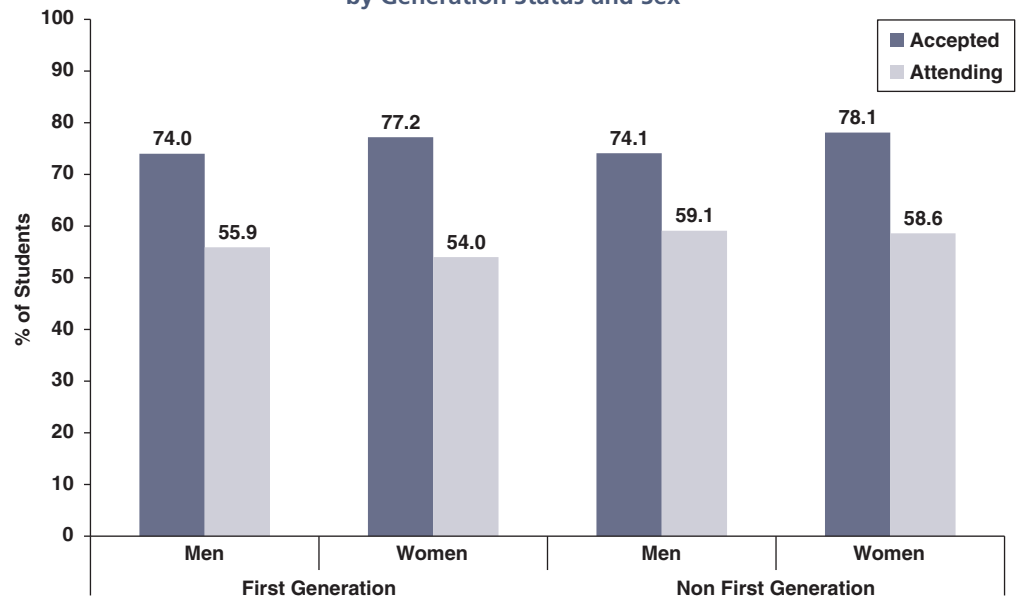
Although in the 2011 CIRP Freshman Survey first-generation college students are about equally likely as students whose parents attended college to have been accepted by their first-choice school (75.9% versus 76.2%), the gap between acceptance and attendance at their first-choice institution is larger for first-generation college students (75.9% accepted, 54.8% attending, a gap of 21.1 percentage points) than

for non-first-generation college students (76.2% accepted, 58.9% attending, a gap of 17.3 percentage points).

In addition, as can be seen in Figure 4, the gap between acceptance and attendance is greatest for first-generation women (77.2% accepted, 54.0% attending, a gap of 23.2 percentage points). This is 3.7 percentage points greater than the gap for non-first-generation women (78.1% accepted, 58.6% attending, a gap of 19.5 percentage points), 5.1 percentage points greater than first-generation men (74.0% admitted, 55.9% attending, a gap of 18.1 percentage points) and 8.2 percentage points greater than non-first-generation men (74.1% admitted, 59.1% attending, a gap of 15.0 percentage points). With first-choice acceptances at similar levels, but actual attendance at those first-choice schools lower for first-generation students, we again see another area in which both high-school guidance counselors and college admissions staff should be careful to provide extra support for first-generation students going through the college choice process.

Looking carefully at reasons students cite as “very important” in attending their particular college, we can see that first-generation students were more likely to respond that wanting to live near home was “very important” than non-first-generation students (26.9% versus 16.9%). They are also almost twice as likely (9.9% versus 5.1%) to indicate that “a teacher advised them” was “very important.”

Figure 4. College Acceptance and Attendance at First-Choice Institution, by Generation Status and Sex

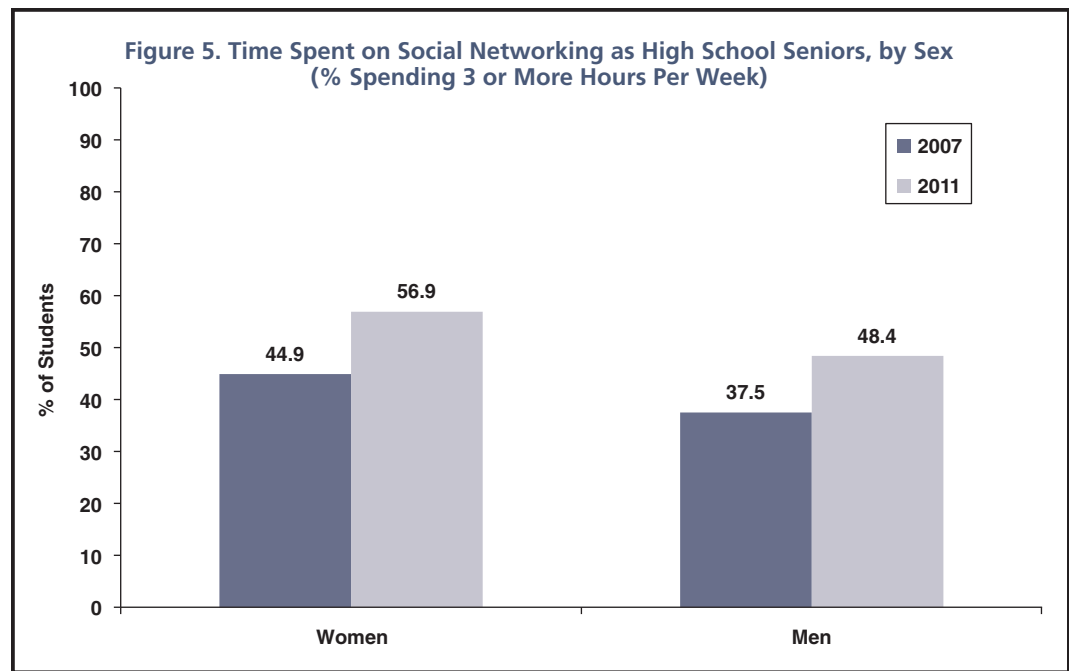


Social Network Use Rising

More students are spending time on social network sites, such as Facebook. Since we first investigated how much time entering students spent on social network sites in an average week during their senior year in high school, those who did not spend any time weekly moved from 13.7% in 2007 down to 5.2% in 2011, indicating the vast integration of such sites into

Incoming first-year women use social network sites more often than men.

the lives of entering college students. Those who spent more than three hours a week as high school seniors on social network sites increased from 41.6% in 2007 to 53.1% in 2011, a difference of 11.5 percentage points. Incoming first-year women use social network sites more often than men, with 56.9% of women using



such sites 3 or more hours a week compared to just 48.4% of the men (see Figure 5). Although usage among both sexes has climbed over time, it is still the case that fewer men spend time doing so than women.

Revisiting 2010 CIRP Freshman Survey Findings

Last year's most-noted findings were that student self-rating of emotional health was at an all-time low and feeling overwhelmed in high school had been increasing (Pryor et al., 2010). In 2011, neither of these have changed appreciably, with those reporting that their emotional health was in the "highest 10%" or "above average" moving slightly upward (from 51.9% in 2010 to 52.6% in 2011, a 0.7 percentage point change) and

those reporting that they were frequently "overwhelmed by all I had to do" as high-school seniors moving from 29.1% in 2010 downward slightly to 28.5% in 2011. Given these small changes, however, we would maintain that college administrators and faculty members continue to need to monitor incoming first-year students for signs of stress and to promote activities that support health and well-being.

Unemployment for parents of incoming college students continues at high levels. In 2010 we reported that 4.9% of incoming students had fathers that were unemployed, a figure which is 4.7% in 2011. Similarly, 8.6% of entering students in 2011 reported that their mothers were unemployed, the same rate as in 2010.

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2011 National Norms

First-Time Full-Time Freshmen Men and Women

Please refer to the HERI website publications section for information on how to obtain the expanded set of tables.
<http://heri.ucla.edu/research-publications.php>

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| First-time Full-time Freshmen | 203,967 | 111,664 | 92,303 | 35,132 | 76,532 | 34,973 | 16,688 | 24,871 | 63,312 | 28,991 | 5,474 | 3,042 | 2,432 |
| How old will you be on December 31 of this year? | | | | | | | | | | | | | |
| 17 or younger | 1.8 | 1.7 | 1.8 | 1.8 | 1.7 | 1.9 | 1.7 | 1.4 | 1.8 | 2.1 | 2.5 | 2.2 | 3.0 |
| 18 | 69.4 | 69.3 | 69.5 | 71.6 | 66.5 | 68.7 | 69.7 | 62.8 | 69.2 | 71.0 | 70.4 | 69.3 | 72.5 |
| 19 | 27.5 | 27.3 | 27.7 | 25.1 | 30.0 | 27.5 | 27.5 | 33.7 | 28.1 | 25.9 | 24.5 | 26.0 | 21.7 |
| 20 or older | 1.3 | 1.7 | 1.0 | 1.5 | 1.8 | 2.0 | 1.1 | 2.0 | 1.0 | 1.0 | 2.5 | 2.4 | 2.8 |
| Is English your native language? | | | | | | | | | | | | | |
| Yes | 89.8 | 90.5 | 89.1 | 87.8 | 93.8 | 92.4 | 92.8 | 95.8 | 89.5 | 86.9 | 97.7 | 98.2 | 96.8 |
| No | 10.2 | 9.5 | 10.9 | 12.2 | 6.2 | 7.6 | 7.2 | 4.2 | 10.5 | 13.1 | 2.3 | 1.8 | 3.2 |
| In what year did you graduate from high school? | | | | | | | | | | | | | |
| 2010 | 98.3 | 97.9 | 98.8 | 98.0 | 97.8 | 97.5 | 98.8 | 97.6 | 98.8 | 98.6 | 97.1 | 97.0 | 97.1 |
| 2009 | 1.2 | 1.4 | 0.9 | 1.4 | 1.6 | 1.8 | 0.9 | 1.6 | 0.8 | 1.1 | 2.0 | 2.1 | 1.8 |
| 2008 or earlier | 0.4 | 0.5 | 0.3 | 0.5 | 0.6 | 0.6 | 0.3 | 0.7 | 0.3 | 0.3 | 0.7 | 0.8 | 0.7 |
| Passed G.E.D./Never completed high school | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.3 |
| Are you enrolled (or enrolling) as a: | | | | | | | | | | | | | |
| Full-time student | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Part-time student | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| How many miles is this college from your permanent home? | | | | | | | | | | | | | |
| 5 or less | 4.8 | 5.8 | 3.7 | 7.2 | 4.1 | 3.6 | 5.5 | 3.8 | 3.7 | 3.8 | 5.1 | 4.7 | 5.8 |
| 6 to 10 | 6.2 | 7.7 | 4.5 | 9.9 | 5.1 | 4.6 | 8.3 | 4.0 | 4.4 | 4.8 | 5.4 | 4.3 | 7.3 |
| 11 to 50 | 26.3 | 29.0 | 23.2 | 35.5 | 21.2 | 20.6 | 26.4 | 19.3 | 23.4 | 22.7 | 14.2 | 14.2 | 14.0 |
| 51 to 100 | 17.4 | 17.6 | 17.1 | 17.4 | 17.9 | 16.4 | 16.7 | 20.0 | 18.6 | 10.8 | 17.8 | 22.2 | 10.2 |
| 101 to 500 | 31.4 | 27.1 | 36.1 | 22.7 | 32.4 | 31.1 | 29.5 | 35.1 | 38.2 | 26.7 | 33.9 | 38.6 | 25.7 |
| Over 500 | 14.0 | 12.7 | 15.3 | 7.3 | 19.3 | 23.7 | 13.7 | 17.7 | 11.8 | 31.2 | 23.7 | 16.0 | 37.0 |
| What was your average grade in high school? | | | | | | | | | | | | | |
| A or A+ | 24.4 | 17.0 | 32.5 | 12.5 | 22.5 | 22.1 | 21.5 | 23.5 | 30.8 | 40.2 | 11.5 | 9.7 | 14.8 |
| A- | 25.3 | 21.6 | 29.3 | 18.6 | 25.2 | 26.6 | 26.8 | 23.2 | 28.9 | 31.5 | 14.0 | 12.4 | 16.8 |
| B+ | 20.7 | 22.6 | 18.5 | 23.0 | 22.1 | 23.0 | 24.8 | 19.9 | 19.2 | 15.8 | 23.2 | 22.9 | 23.8 |
| B | 19.4 | 24.2 | 14.1 | 29.1 | 18.3 | 18.6 | 18.1 | 18.0 | 15.2 | 9.3 | 23.0 | 24.3 | 20.5 |
| B- | 6.1 | 8.6 | 3.4 | 10.0 | 6.7 | 6.2 | 5.8 | 7.8 | 3.6 | 2.2 | 13.8 | 15.1 | 11.5 |
| C+ | 3.1 | 4.4 | 1.5 | 5.0 | 3.7 | 2.6 | 2.3 | 5.4 | 1.7 | 0.8 | 10.8 | 12.3 | 8.2 |
| C | 1.0 | 1.5 | 0.5 | 1.6 | 1.4 | 0.9 | 0.8 | 2.2 | 0.6 | 0.2 | 3.6 | 3.1 | 4.3 |
| D | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.2 |
| From what kind of high school did you graduate? | | | | | | | | | | | | | |
| Public school (not charter or magnet) | 77.2 | 77.2 | 77.2 | 82.2 | 71.0 | 70.0 | 63.1 | 75.7 | 80.5 | 62.2 | 78.2 | 84.0 | 68.0 |
| Public charter school | 2.7 | 3.3 | 2.1 | 4.4 | 2.0 | 1.8 | 2.1 | 2.2 | 2.2 | 1.4 | 5.2 | 4.2 | 7.0 |
| Public magnet school | 2.9 | 2.7 | 3.1 | 2.7 | 2.7 | 3.1 | 2.1 | 2.6 | 3.1 | 3.2 | 8.7 | 7.6 | 10.6 |
| Private religious/parochial school | 10.3 | 10.2 | 10.3 | 7.5 | 13.6 | 10.9 | 24.1 | 11.1 | 8.6 | 18.2 | 4.9 | 2.7 | 8.8 |
| Private independent college-prep school | 6.4 | 5.9 | 7.0 | 2.8 | 9.8 | 13.7 | 8.0 | 6.7 | 5.3 | 14.6 | 2.8 | 1.4 | 5.4 |
| Home school | 0.5 | 0.7 | 0.4 | 0.4 | 1.0 | 0.5 | 0.5 | 1.7 | 0.3 | 0.4 | 0.1 | 0.1 | 0.2 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Prior to this term, have you ever taken courses for credit at this institution? | | | | | | | | | | | | | |
| Yes | 4.2 | 4.3 | 4.2 | 3.8 | 4.8 | 4.3 | 5.4 | 5.1 | 4.2 | 3.9 | 8.3 | 7.3 | 10.2 |
| No | 95.8 | 95.7 | 95.8 | 96.2 | 95.2 | 95.7 | 94.6 | 94.9 | 95.8 | 96.1 | 91.7 | 92.7 | 89.8 |
| Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)? | | | | | | | | | | | | | |
| Yes | 10.2 | 9.8 | 10.7 | 9.3 | 10.5 | 9.8 | 10.7 | 11.1 | 10.9 | 10.0 | 13.8 | 12.2 | 16.7 |
| No | 89.8 | 90.2 | 89.3 | 90.7 | 89.5 | 90.2 | 89.3 | 88.9 | 89.1 | 90.0 | 86.2 | 87.8 | 83.3 |
| Where do you plan to live during the fall term? | | | | | | | | | | | | | |
| With my family or other relatives | 15.0 | 19.8 | 9.8 | 28.4 | 9.1 | 9.8 | 12.3 | 7.0 | 9.9 | 9.4 | 8.3 | 5.7 | 12.8 |
| Other private home, apartment, or room | 2.4 | 2.5 | 2.2 | 3.8 | 1.0 | 1.6 | 0.5 | 0.6 | 2.5 | 0.6 | 2.2 | 2.3 | 1.9 |
| College residence hall | 79.3 | 74.4 | 84.7 | 63.1 | 88.2 | 86.5 | 86.0 | 91.0 | 83.8 | 88.8 | 86.3 | 88.4 | 82.5 |
| Fraternity or sorority house | 0.6 | 0.2 | 1.0 | 0.2 | 0.2 | 0.5 | 0.0 | 0.1 | 1.2 | 0.0 | 0.1 | 0.2 | 0.0 |
| Other campus student housing | 2.5 | 2.8 | 2.1 | 4.0 | 1.2 | 1.4 | 1.0 | 1.2 | 2.4 | 1.1 | 2.7 | 2.8 | 2.5 |
| Other | 0.3 | 0.4 | 0.2 | 0.5 | 0.2 | 0.3 | 0.1 | 0.3 | 0.2 | 0.1 | 0.5 | 0.6 | 0.3 |
| To how many colleges other than this one did you apply for admission this year? | | | | | | | | | | | | | |
| None | 12.2 | 12.6 | 11.8 | 13.8 | 11.1 | 10.9 | 7.4 | 13.2 | 13.1 | 6.1 | 8.4 | 9.0 | 7.4 |
| 1 | 8.8 | 9.0 | 8.5 | 10.0 | 7.7 | 6.8 | 6.2 | 9.4 | 9.4 | 4.2 | 6.6 | 6.8 | 6.3 |
| 2 | 11.7 | 12.3 | 10.9 | 13.4 | 11.1 | 9.2 | 9.3 | 13.8 | 11.9 | 6.4 | 12.9 | 14.6 | 9.8 |
| 3 | 14.7 | 16.3 | 13.0 | 17.4 | 14.8 | 12.4 | 13.3 | 18.0 | 13.9 | 8.8 | 18.8 | 19.9 | 16.9 |
| 4 | 13.3 | 14.6 | 11.9 | 15.4 | 13.6 | 12.7 | 14.1 | 14.4 | 12.2 | 10.7 | 16.6 | 17.5 | 15.2 |
| 5 | 10.5 | 10.7 | 10.2 | 10.2 | 11.4 | 11.5 | 13.0 | 10.5 | 10.0 | 11.0 | 12.4 | 12.0 | 13.0 |
| 6 | 7.9 | 7.4 | 8.4 | 6.5 | 8.5 | 9.6 | 10.3 | 6.5 | 7.8 | 10.9 | 8.0 | 7.0 | 9.7 |
| 7–10 | 16.4 | 13.4 | 19.6 | 11.1 | 16.3 | 19.9 | 20.2 | 10.7 | 17.3 | 30.0 | 11.3 | 9.4 | 14.6 |
| 11 or more | 4.6 | 3.6 | 5.7 | 2.1 | 5.4 | 7.0 | 6.2 | 3.5 | 4.3 | 12.0 | 4.9 | 3.7 | 7.1 |
| Were you accepted by your first choice college? | | | | | | | | | | | | | |
| Yes | 76.0 | 77.9 | 73.9 | 76.4 | 79.7 | 76.2 | 80.0 | 83.0 | 75.4 | 67.2 | 74.8 | 74.5 | 75.4 |
| No | 24.0 | 22.1 | 26.1 | 23.6 | 20.3 | 23.8 | 20.0 | 17.0 | 24.6 | 32.8 | 25.2 | 25.5 | 24.6 |
| Is this college your: | | | | | | | | | | | | | |
| First choice | 57.9 | 57.3 | 58.5 | 55.4 | 59.7 | 59.5 | 57.8 | 60.8 | 59.1 | 55.6 | 42.5 | 40.5 | 45.9 |
| Second choice | 27.0 | 27.9 | 25.9 | 29.5 | 26.0 | 26.4 | 28.3 | 24.5 | 25.8 | 26.4 | 33.8 | 35.5 | 30.8 |
| Third choice | 9.7 | 9.7 | 9.7 | 10.0 | 9.3 | 9.3 | 9.5 | 9.3 | 9.5 | 10.8 | 14.7 | 15.0 | 14.3 |
| Less than third choice | 5.5 | 5.1 | 5.9 | 5.1 | 5.0 | 4.7 | 4.4 | 5.5 | 5.6 | 7.2 | 9.0 | 9.0 | 9.0 |
| Citizenship status: | | | | | | | | | | | | | |
| U.S. citizen | 96.2 | 96.9 | 95.4 | 97.2 | 96.4 | 94.9 | 97.3 | 97.4 | 96.0 | 92.6 | 98.8 | 99.2 | 98.0 |
| Permanent resident (green card) | 2.0 | 1.6 | 2.4 | 2.0 | 1.2 | 1.4 | 1.5 | 0.9 | 2.3 | 2.7 | 0.7 | 0.6 | 0.8 |
| Neither | 1.8 | 1.5 | 2.2 | 0.8 | 2.4 | 3.7 | 1.2 | 1.7 | 1.6 | 4.8 | 0.5 | 0.2 | 1.1 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Military Status: | | | | | | | | | | | | | |
| None | 97.8 | 96.9 | 98.7 | 95.1 | 99.2 | 99.3 | 99.2 | 99.3 | 98.6 | 99.2 | 97.7 | 97.4 | 98.2 |
| ROTC, cadet, or midshipman at a service academy | 2.0 | 2.7 | 1.1 | 4.5 | 0.6 | 0.6 | 0.7 | 0.5 | 1.2 | 0.7 | 1.9 | 2.1 | 1.7 |
| In Active Duty, Reserves, or National Guard | 0.2 | 0.3 | 0.1 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 | 0.1 |
| A discharged veteran NOT serving in Active Duty, Reserves, or National Guard | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.2 | 0.2 | 0.0 |
| Are your parents: | | | | | | | | | | | | | |
| Both alive and living with each other | 69.8 | 66.8 | 73.1 | 64.8 | 69.3 | 69.9 | 71.8 | 67.5 | 71.8 | 78.9 | 35.1 | 33.1 | 38.6 |
| Both alive, divorced or living apart | 26.6 | 29.3 | 23.6 | 31.3 | 26.9 | 26.4 | 24.6 | 28.5 | 24.8 | 18.3 | 57.7 | 59.3 | 54.9 |
| One or both deceased | 3.6 | 3.8 | 3.3 | 3.9 | 3.8 | 3.7 | 3.6 | 3.9 | 3.4 | 2.8 | 7.2 | 7.6 | 6.5 |
| Have you had any special tutoring or remedial work in: | | | | | | | | | | | | | |
| English | 6.3 | 7.0 | 5.6 | 6.7 | 7.3 | 7.6 | 7.1 | 7.2 | 5.4 | 6.1 | 9.8 | 9.9 | 9.6 |
| Reading | 5.5 | 6.3 | 4.7 | 5.9 | 6.7 | 6.7 | 6.8 | 6.7 | 4.6 | 4.8 | 9.5 | 9.6 | 9.2 |
| Mathematics | 13.0 | 14.6 | 11.3 | 13.8 | 15.6 | 16.6 | 15.8 | 14.4 | 11.0 | 12.6 | 14.2 | 14.4 | 13.7 |
| Social Studies | 3.8 | 4.4 | 3.2 | 4.3 | 4.6 | 4.2 | 4.4 | 4.9 | 3.2 | 3.1 | 7.8 | 7.7 | 8.0 |
| Science | 5.4 | 6.0 | 4.9 | 5.6 | 6.5 | 6.6 | 6.5 | 6.3 | 4.6 | 5.9 | 8.4 | 8.2 | 8.7 |
| Foreign Language | 5.0 | 5.6 | 4.3 | 5.2 | 6.2 | 6.3 | 6.0 | 6.3 | 4.3 | 4.7 | 7.9 | 7.9 | 7.9 |
| Writing | 5.0 | 5.6 | 4.3 | 5.1 | 6.3 | 6.5 | 6.1 | 6.1 | 4.2 | 4.9 | 8.5 | 8.5 | 8.5 |
| Do you feel you will need any special tutoring or remedial work in: | | | | | | | | | | | | | |
| English | 9.5 | 11.3 | 7.5 | 12.7 | 9.6 | 9.3 | 8.8 | 10.3 | 7.9 | 6.1 | 13.2 | 13.6 | 12.5 |
| Reading | 5.2 | 5.8 | 4.4 | 6.3 | 5.2 | 5.2 | 5.3 | 5.3 | 4.5 | 3.9 | 8.0 | 8.7 | 6.8 |
| Mathematics | 25.5 | 29.6 | 21.0 | 32.4 | 26.1 | 24.7 | 26.9 | 27.2 | 22.3 | 15.1 | 43.2 | 45.1 | 39.9 |
| Social Studies | 3.9 | 4.6 | 3.1 | 4.9 | 4.4 | 4.0 | 4.3 | 4.9 | 3.2 | 2.7 | 9.3 | 10.6 | 7.0 |
| Science | 12.9 | 14.0 | 11.7 | 14.0 | 14.0 | 12.5 | 14.7 | 15.1 | 12.1 | 9.9 | 23.8 | 25.1 | 21.5 |
| Foreign Language | 10.3 | 12.0 | 8.4 | 10.8 | 13.6 | 11.6 | 13.0 | 15.9 | 8.5 | 7.9 | 21.1 | 19.6 | 23.9 |
| Writing | 11.9 | 13.5 | 10.2 | 13.4 | 13.7 | 13.5 | 12.8 | 14.3 | 10.4 | 9.3 | 19.0 | 19.9 | 17.3 |
| Number of AP Courses taken during high school | | | | | | | | | | | | | |
| Not offered at my high school | 5.5 | 6.0 | 5.0 | 4.9 | 7.3 | 6.4 | 5.7 | 8.9 | 4.6 | 6.4 | 6.7 | 6.8 | 6.5 |
| None | 23.4 | 30.9 | 15.5 | 32.8 | 28.5 | 26.5 | 29.8 | 29.9 | 16.7 | 10.1 | 41.2 | 45.6 | 33.6 |
| 1 to 4 | 49.3 | 50.9 | 47.6 | 52.5 | 49.0 | 48.7 | 51.7 | 47.9 | 48.7 | 42.6 | 44.6 | 42.3 | 48.5 |
| 5 to 9 | 19.4 | 11.2 | 28.2 | 9.1 | 13.9 | 16.7 | 12.0 | 12.0 | 26.6 | 35.1 | 6.5 | 4.3 | 10.4 |
| 10 to 14 | 2.1 | 0.8 | 3.5 | 0.6 | 1.1 | 1.5 | 0.6 | 1.1 | 3.1 | 5.3 | 0.4 | 0.3 | 0.7 |
| 15+ | 0.2 | 0.2 | 0.3 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.5 | 0.6 | 0.7 | 0.3 |
| Number of AP Exams taken during high school | | | | | | | | | | | | | |
| Not offered at my high school | 5.7 | 6.4 | 4.9 | 5.5 | 7.5 | 6.3 | 5.9 | 9.6 | 4.8 | 5.5 | 7.9 | 8.0 | 7.8 |
| None | 29.9 | 38.7 | 20.7 | 41.3 | 35.6 | 32.7 | 37.1 | 37.7 | 22.4 | 13.6 | 50.4 | 55.1 | 42.1 |
| 1 to 4 | 45.5 | 45.4 | 45.7 | 46.0 | 44.6 | 45.7 | 47.1 | 42.1 | 46.2 | 43.4 | 36.4 | 33.1 | 41.9 |
| 5 to 9 | 17.0 | 8.9 | 25.4 | 6.8 | 11.4 | 14.0 | 9.4 | 9.8 | 23.9 | 32.3 | 4.5 | 2.7 | 7.7 |
| 10 to 14 | 1.7 | 0.6 | 3.0 | 0.4 | 0.8 | 1.1 | 0.4 | 0.6 | 2.6 | 4.8 | 0.4 | 0.4 | 0.4 |
| 15+ | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.4 | 0.4 | 0.6 | 0.0 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Highest academic degree planned | | | | | | | | | | | | | |
| None | 1.0 | 1.4 | 0.6 | 1.3 | 1.4 | 1.2 | 1.7 | 1.4 | 0.6 | 0.7 | 2.7 | 3.2 | 1.9 |
| Vocational certificate | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 |
| Associate (A.A. or equivalent) | 0.4 | 0.6 | 0.3 | 0.6 | 0.7 | 0.6 | 0.5 | 0.7 | 0.3 | 0.1 | 0.7 | 0.8 | 0.4 |
| Bachelor's degree (B.A., B.S., etc.) | 21.4 | 24.5 | 18.2 | 27.9 | 20.7 | 19.0 | 16.9 | 24.2 | 19.2 | 13.8 | 13.9 | 16.8 | 9.0 |
| Master's degree (M.A., M.S., etc.) | 42.0 | 42.9 | 41.1 | 44.5 | 41.0 | 42.1 | 43.1 | 38.8 | 41.4 | 40.0 | 35.1 | 40.4 | 26.3 |
| Ph.D. or Ed.D. | 19.1 | 17.9 | 20.4 | 16.5 | 19.6 | 20.0 | 18.6 | 19.6 | 20.2 | 21.2 | 29.2 | 25.8 | 34.9 |
| M.D., D.O., D.D.S., D.V.M. | 10.2 | 7.3 | 13.2 | 5.2 | 9.8 | 9.4 | 12.3 | 8.8 | 12.7 | 15.3 | 10.5 | 6.0 | 18.1 |
| J.D. (Law) | 4.2 | 3.6 | 4.8 | 2.7 | 4.7 | 5.5 | 5.0 | 3.8 | 4.3 | 7.0 | 4.9 | 3.8 | 6.7 |
| B.D. or M.DIV. (Divinity) | 0.2 | 0.3 | 0.2 | 0.2 | 0.4 | 0.2 | 0.2 | 0.7 | 0.2 | 0.2 | 0.5 | 0.4 | 0.5 |
| Other | 1.3 | 1.3 | 1.2 | 1.0 | 1.7 | 1.7 | 1.5 | 1.7 | 1.1 | 1.6 | 2.4 | 2.6 | 2.0 |
| Highest academic degree planned at this college | | | | | | | | | | | | | |
| None | 1.1 | 1.4 | 0.7 | 1.4 | 1.4 | 1.2 | 1.0 | 1.7 | 0.8 | 0.5 | 2.5 | 2.6 | 2.2 |
| Vocational certificate | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 | 0.2 | 0.2 | 0.3 | 0.1 | 0.1 | 0.5 | 0.6 | 0.2 |
| Associate (A.A. or equivalent) | 1.9 | 2.5 | 1.2 | 2.8 | 2.2 | 2.0 | 1.6 | 2.7 | 1.4 | 0.7 | 2.7 | 3.1 | 2.0 |
| Bachelor's degree (B.A., B.S., etc.) | 69.4 | 72.1 | 66.6 | 70.5 | 73.9 | 74.9 | 65.5 | 77.1 | 66.7 | 66.5 | 63.8 | 58.2 | 73.2 |
| Master's degree (M.A., M.S., etc.) | 20.1 | 18.6 | 21.6 | 20.6 | 16.5 | 16.2 | 22.7 | 13.5 | 21.5 | 22.0 | 21.3 | 26.9 | 11.8 |
| Ph.D. or Ed.D. | 3.8 | 2.8 | 4.8 | 2.6 | 3.0 | 2.9 | 4.5 | 2.4 | 4.9 | 4.5 | 5.8 | 5.4 | 6.6 |
| M.D., D.O., D.D.S., D.V.M. | 2.0 | 0.8 | 3.2 | 0.6 | 1.1 | 0.7 | 2.5 | 0.7 | 3.2 | 3.0 | 1.3 | 1.0 | 1.7 |
| J.D. (Law) | 0.6 | 0.4 | 0.9 | 0.3 | 0.5 | 0.5 | 0.8 | 0.3 | 0.7 | 1.3 | 0.4 | 0.5 | 0.3 |
| B.D. or M.DIV. (Divinity) | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.5 | 0.5 | 0.5 |
| Other | 0.9 | 1.0 | 0.8 | 0.9 | 1.1 | 1.2 | 1.1 | 1.1 | 0.7 | 1.4 | 1.2 | 1.2 | 1.3 |
| How would you describe the racial composition of the high school you last attended? | | | | | | | | | | | | | |
| Completely White | 6.7 | 6.3 | 7.3 | 5.3 | 7.5 | 7.8 | 7.5 | 7.2 | 7.3 | 7.2 | 1.9 | 1.6 | 2.4 |
| Mostly White | 49.2 | 46.9 | 51.7 | 41.1 | 54.0 | 55.4 | 56.6 | 51.3 | 51.2 | 54.1 | 21.5 | 20.5 | 23.1 |
| Roughly half non-White | 25.2 | 26.3 | 24.0 | 28.2 | 24.0 | 22.8 | 20.1 | 27.2 | 24.1 | 23.5 | 29.6 | 31.1 | 26.8 |
| Mostly non-White | 14.8 | 15.8 | 13.8 | 19.4 | 11.4 | 10.9 | 12.3 | 11.5 | 14.2 | 11.9 | 32.9 | 33.2 | 32.4 |
| Completely non-White | 4.0 | 4.7 | 3.2 | 6.1 | 3.1 | 3.2 | 3.5 | 2.8 | 3.2 | 3.3 | 14.1 | 13.5 | 15.3 |
| How would you describe the racial composition of the neighborhood where you grew up? | | | | | | | | | | | | | |
| Completely White | 17.9 | 17.4 | 18.5 | 14.6 | 20.7 | 21.4 | 21.4 | 19.7 | 18.9 | 16.8 | 3.9 | 3.8 | 4.0 |
| Mostly White | 47.9 | 45.3 | 50.7 | 41.7 | 49.6 | 50.3 | 48.3 | 49.4 | 50.5 | 51.5 | 17.9 | 17.3 | 19.0 |
| Roughly half non-White | 14.5 | 15.2 | 13.8 | 16.9 | 13.0 | 12.6 | 12.7 | 13.7 | 13.6 | 14.5 | 20.2 | 20.7 | 19.4 |
| Mostly non-White | 13.0 | 14.2 | 11.6 | 17.2 | 10.6 | 9.9 | 11.4 | 10.9 | 11.6 | 11.3 | 32.4 | 33.2 | 31.1 |
| Completely non-White | 6.8 | 7.9 | 5.5 | 9.5 | 6.1 | 5.8 | 6.2 | 6.3 | 5.4 | 5.8 | 25.6 | 25.0 | 26.5 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? | | | | | | | | | | | | | |
| Family resources (parents, relatives, spouse, etc.) | | | | | | | | | | | | | |
| None | 21.7 | 25.3 | 17.9 | 30.4 | 18.8 | 17.4 | 17.8 | 20.9 | 19.3 | 11.6 | 36.4 | 38.5 | 32.6 |
| Less than \$1,000 | 10.6 | 12.2 | 8.9 | 14.2 | 9.8 | 8.1 | 9.3 | 11.7 | 9.7 | 5.4 | 19.8 | 21.7 | 16.6 |
| \$1,000–\$2,999 | 12.2 | 13.8 | 10.4 | 15.1 | 12.2 | 10.4 | 11.5 | 14.3 | 11.1 | 7.1 | 16.6 | 16.5 | 16.9 |
| \$3,000–\$5,999 | 11.4 | 12.3 | 10.3 | 12.8 | 11.8 | 10.4 | 11.4 | 13.4 | 10.8 | 8.1 | 10.1 | 9.5 | 11.1 |
| \$6,000–\$9,999 | 10.0 | 9.9 | 10.1 | 9.3 | 10.6 | 9.8 | 10.9 | 11.1 | 10.4 | 8.7 | 6.4 | 6.0 | 7.0 |
| \$10,000 + | 34.1 | 26.5 | 42.3 | 18.2 | 36.8 | 43.8 | 39.1 | 28.7 | 38.6 | 59.0 | 10.7 | 7.9 | 15.8 |
| My own resources (savings from work, work-study, other income) | | | | | | | | | | | | | |
| None | 38.3 | 39.5 | 37.1 | 41.5 | 37.0 | 37.9 | 33.1 | 38.1 | 36.6 | 39.0 | 54.4 | 55.5 | 52.3 |
| Less than \$1,000 | 25.6 | 26.7 | 24.4 | 28.3 | 24.6 | 24.1 | 24.7 | 25.1 | 25.0 | 21.9 | 26.0 | 26.9 | 24.6 |
| \$1,000–\$2,999 | 22.2 | 21.0 | 23.4 | 19.3 | 23.1 | 22.9 | 24.9 | 22.3 | 23.6 | 22.8 | 12.9 | 11.3 | 15.7 |
| \$3,000–\$5,999 | 8.4 | 7.7 | 9.2 | 7.0 | 8.7 | 8.3 | 9.7 | 8.5 | 9.1 | 9.5 | 4.2 | 4.0 | 4.5 |
| \$6,000–\$9,999 | 2.8 | 2.6 | 3.0 | 2.1 | 3.2 | 3.2 | 3.6 | 2.9 | 3.0 | 3.0 | 1.3 | 1.3 | 1.3 |
| \$10,000 + | 2.7 | 2.6 | 2.9 | 1.8 | 3.4 | 3.6 | 3.9 | 3.1 | 2.7 | 3.9 | 1.2 | 1.0 | 1.6 |
| Aid which need not be repaid (grants, scholarships, military funding, etc.) | | | | | | | | | | | | | |
| None | 30.5 | 30.5 | 30.4 | 38.4 | 20.9 | 25.1 | 17.0 | 18.5 | 31.1 | 27.0 | 24.9 | 26.2 | 22.5 |
| Less than \$1,000 | 5.9 | 5.9 | 6.0 | 7.9 | 3.3 | 3.6 | 3.2 | 3.2 | 6.7 | 2.9 | 6.5 | 7.0 | 5.5 |
| \$1,000–\$2,999 | 12.4 | 11.7 | 13.1 | 14.8 | 7.8 | 7.7 | 7.8 | 7.9 | 14.7 | 5.8 | 14.3 | 15.6 | 11.9 |
| \$3,000–\$5,999 | 13.7 | 14.0 | 13.4 | 17.0 | 10.3 | 9.7 | 10.6 | 10.8 | 14.8 | 6.8 | 20.5 | 22.3 | 17.2 |
| \$6,000–\$9,999 | 10.8 | 10.3 | 11.3 | 9.5 | 11.3 | 10.5 | 12.3 | 11.5 | 12.1 | 7.5 | 12.4 | 12.7 | 11.7 |
| \$10,000 + | 26.8 | 27.6 | 25.9 | 12.4 | 46.4 | 43.4 | 49.1 | 48.0 | 20.5 | 49.9 | 21.5 | 16.1 | 31.1 |
| Aid which must be repaid (loans, etc.) | | | | | | | | | | | | | |
| None | 47.5 | 46.3 | 48.9 | 52.0 | 39.1 | 42.8 | 35.7 | 37.1 | 48.9 | 48.9 | 34.2 | 33.7 | 35.0 |
| Less than \$1,000 | 3.8 | 4.2 | 3.3 | 4.7 | 3.5 | 3.1 | 3.5 | 4.0 | 3.6 | 2.0 | 6.8 | 7.7 | 5.2 |
| \$1,000–\$2,999 | 9.1 | 10.0 | 8.3 | 10.4 | 9.4 | 8.7 | 9.2 | 10.3 | 8.6 | 6.6 | 14.4 | 16.7 | 10.4 |
| \$3,000–\$5,999 | 16.1 | 16.5 | 15.6 | 15.4 | 17.9 | 16.0 | 19.4 | 19.0 | 15.8 | 14.5 | 17.8 | 20.5 | 13.0 |
| \$6,000–\$9,999 | 10.2 | 10.3 | 10.1 | 8.7 | 12.3 | 10.9 | 12.6 | 13.6 | 10.3 | 8.9 | 11.0 | 11.0 | 10.9 |
| \$10,000 + | 13.3 | 12.8 | 14.0 | 8.8 | 17.7 | 18.4 | 19.7 | 16.0 | 12.8 | 19.0 | 15.8 | 10.3 | 25.6 |
| Other than above | | | | | | | | | | | | | |
| None | 93.4 | 93.0 | 93.9 | 93.8 | 92.0 | 92.5 | 91.4 | 91.8 | 94.0 | 93.6 | 92.4 | 91.8 | 93.3 |
| Less than \$1,000 | 2.3 | 2.4 | 2.2 | 2.4 | 2.4 | 2.3 | 2.6 | 2.4 | 2.2 | 1.8 | 2.6 | 2.9 | 2.1 |
| \$1,000–\$2,999 | 1.5 | 1.7 | 1.3 | 1.6 | 1.7 | 1.6 | 1.9 | 1.8 | 1.3 | 1.3 | 1.6 | 1.8 | 1.2 |
| \$3,000–\$5,999 | 1.0 | 1.0 | 0.9 | 0.9 | 1.2 | 1.1 | 1.3 | 1.4 | 0.9 | 0.9 | 1.3 | 1.5 | 1.1 |
| \$6,000–\$9,999 | 0.6 | 0.6 | 0.5 | 0.5 | 0.9 | 0.8 | 0.8 | 0.9 | 0.5 | 0.6 | 0.8 | 0.8 | 0.7 |
| \$10,000 + | 1.2 | 1.2 | 1.2 | 0.8 | 1.8 | 1.7 | 2.1 | 1.7 | 1.0 | 1.8 | 1.4 | 1.2 | 1.6 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| What is your best estimate of your parents' income? | | | | | | | | | | | | | |
| Less than \$10,000 | 4.5 | 5.6 | 3.3 | 6.5 | 4.5 | 3.7 | 4.2 | 5.3 | 3.6 | 2.4 | 15.5 | 16.9 | 13.1 |
| \$10,000 to \$14,999 | 3.3 | 3.9 | 2.7 | 4.7 | 2.9 | 2.6 | 2.7 | 3.2 | 2.9 | 1.8 | 8.1 | 8.7 | 6.9 |
| \$15,000 to \$19,999 | 2.9 | 3.4 | 2.4 | 4.2 | 2.5 | 2.2 | 2.4 | 2.9 | 2.6 | 1.9 | 5.4 | 5.6 | 5.1 |
| \$20,000 to \$24,999 | 4.0 | 4.6 | 3.4 | 5.4 | 3.7 | 3.2 | 3.4 | 4.3 | 3.6 | 2.6 | 7.6 | 7.9 | 7.0 |
| \$25,000 to \$29,999 | 3.4 | 3.9 | 2.9 | 4.3 | 3.4 | 2.9 | 2.9 | 4.1 | 3.0 | 2.3 | 5.5 | 5.9 | 4.7 |
| \$30,000 to \$39,999 | 5.9 | 6.6 | 5.2 | 7.2 | 5.9 | 5.5 | 5.7 | 6.4 | 5.4 | 4.3 | 9.7 | 9.7 | 9.6 |
| \$40,000 to \$49,999 | 7.1 | 8.0 | 6.1 | 8.3 | 7.6 | 6.9 | 7.4 | 8.5 | 6.4 | 4.9 | 9.8 | 9.6 | 10.3 |
| \$50,000 to \$59,999 | 8.0 | 8.7 | 7.2 | 8.8 | 8.6 | 7.6 | 7.9 | 10.0 | 7.5 | 6.0 | 8.3 | 8.4 | 8.1 |
| \$60,000 to \$74,999 | 10.0 | 10.6 | 9.4 | 10.4 | 10.8 | 10.2 | 10.3 | 11.7 | 9.7 | 8.0 | 8.4 | 8.5 | 8.3 |
| \$75,000 to \$99,999 | 12.9 | 12.9 | 12.9 | 12.8 | 13.0 | 12.9 | 13.0 | 13.1 | 13.2 | 11.8 | 8.0 | 7.6 | 8.5 |
| \$100,000 to \$149,999 | 17.1 | 15.5 | 18.8 | 14.9 | 16.2 | 16.9 | 18.5 | 14.4 | 18.8 | 18.8 | 7.5 | 6.6 | 9.0 |
| \$150,000 to \$199,999 | 8.2 | 7.0 | 9.5 | 6.2 | 7.9 | 8.8 | 8.7 | 6.7 | 9.3 | 10.6 | 3.0 | 2.6 | 3.8 |
| \$200,000 to \$249,999 | 4.7 | 3.7 | 5.8 | 3.0 | 4.5 | 5.3 | 5.0 | 3.4 | 5.5 | 7.3 | 1.6 | 1.1 | 2.5 |
| \$250,000 or more | 7.9 | 5.6 | 10.2 | 3.2 | 8.5 | 11.2 | 8.0 | 6.0 | 8.6 | 17.2 | 1.7 | 0.8 | 3.2 |
| Do you have any concern about your ability to finance your college education? | | | | | | | | | | | | | |
| None (I am confident that I will have sufficient funds) | 32.6 | 31.3 | 34.1 | 29.8 | 33.2 | 35.6 | 30.4 | 32.1 | 33.7 | 35.6 | 29.5 | 30.5 | 27.7 |
| Some (but I probably will have enough funds) | 55.5 | 55.7 | 55.3 | 56.4 | 54.8 | 53.2 | 57.4 | 55.1 | 55.7 | 53.6 | 52.6 | 53.9 | 50.2 |
| Major (not sure I will have enough funds to complete college) | 11.9 | 13.0 | 10.6 | 13.8 | 12.1 | 11.3 | 12.3 | 12.8 | 10.6 | 10.7 | 17.9 | 15.6 | 22.1 |
| Your current religious preference | | | | | | | | | | | | | |
| Baptist | 9.3 | 11.9 | 6.5 | 11.1 | 12.9 | 8.6 | 7.1 | 20.0 | 7.0 | 4.2 | 49.5 | 50.9 | 47.1 |
| Buddhist | 1.3 | 1.1 | 1.5 | 1.5 | 0.7 | 1.1 | 0.5 | 0.5 | 1.5 | 1.4 | 0.5 | 0.5 | 0.5 |
| Church of Christ | 5.5 | 6.3 | 4.7 | 7.5 | 4.9 | 5.0 | 4.2 | 5.1 | 5.1 | 3.1 | 12.1 | 14.4 | 8.2 |
| Eastern Orthodox | 0.7 | 0.5 | 0.8 | 0.5 | 0.5 | 0.6 | 0.7 | 0.3 | 0.7 | 1.3 | 0.1 | 0.2 | 0.0 |
| Episcopalian | 1.4 | 1.3 | 1.4 | 0.9 | 1.8 | 2.3 | 1.0 | 1.6 | 1.4 | 1.5 | 0.5 | 0.3 | 0.9 |
| Hindu | 0.8 | 0.4 | 1.2 | 0.4 | 0.5 | 0.7 | 0.5 | 0.2 | 0.9 | 2.6 | 0.1 | 0.0 | 0.2 |
| Jewish | 2.6 | 1.7 | 3.7 | 1.3 | 2.1 | 3.6 | 0.4 | 1.4 | 3.3 | 5.5 | 0.0 | 0.0 | 0.1 |
| LDS (Mormon) | 0.3 | 0.2 | 0.3 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 0.3 | 0.1 | 0.0 | 0.0 | 0.0 |
| Lutheran | 3.2 | 3.1 | 3.3 | 2.2 | 4.1 | 2.3 | 2.6 | 6.7 | 3.7 | 1.9 | 0.3 | 0.3 | 0.4 |
| Methodist | 3.8 | 3.9 | 3.8 | 3.2 | 4.7 | 3.9 | 2.2 | 6.7 | 4.1 | 2.4 | 4.3 | 4.3 | 4.3 |
| Muslim | 1.1 | 0.9 | 1.3 | 1.0 | 0.8 | 1.1 | 0.9 | 0.5 | 1.1 | 2.4 | 1.4 | 1.4 | 1.4 |
| Presbyterian | 2.9 | 2.5 | 3.3 | 2.0 | 3.1 | 2.7 | 1.4 | 4.2 | 3.3 | 3.4 | 0.9 | 0.8 | 1.0 |
| Quaker | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.0 | 0.1 |
| Roman Catholic | 26.0 | 26.0 | 25.9 | 26.2 | 25.8 | 24.7 | 53.1 | 13.4 | 24.6 | 31.8 | 4.7 | 2.1 | 9.1 |
| Seventh Day Adventist | 0.4 | 0.6 | 0.2 | 0.3 | 0.9 | 0.3 | 0.3 | 1.9 | 0.3 | 0.2 | 0.7 | 0.8 | 0.7 |
| United Church of Christ/Congregational | 0.8 | 0.8 | 0.8 | 0.6 | 1.0 | 1.1 | 0.8 | 0.9 | 0.8 | 0.6 | 0.9 | 1.1 | 0.7 |
| Other Christian | 12.4 | 13.4 | 11.2 | 13.1 | 13.8 | 11.4 | 8.8 | 18.6 | 11.6 | 9.8 | 14.2 | 14.0 | 14.6 |
| Other Religion | 2.8 | 3.0 | 2.6 | 3.3 | 2.6 | 2.9 | 2.1 | 2.6 | 2.7 | 2.3 | 2.0 | 1.8 | 2.3 |
| None | 24.5 | 22.1 | 27.1 | 24.5 | 19.4 | 27.2 | 12.9 | 14.7 | 27.4 | 25.4 | 7.7 | 7.2 | 8.6 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Father's current religious preference | | | | | | | | | | | | | |
| Baptist | 9.5 | 11.9 | 7.0 | 11.3 | 12.6 | 8.8 | 7.0 | 19.3 | 7.5 | 4.6 | 48.6 | 50.0 | 46.1 |
| Buddhist | 1.8 | 1.4 | 2.2 | 1.9 | 0.9 | 1.3 | 0.6 | 0.5 | 2.2 | 2.4 | 0.6 | 0.6 | 0.5 |
| Church of Christ | 5.7 | 6.4 | 5.0 | 7.6 | 5.0 | 5.4 | 4.2 | 4.9 | 5.4 | 3.3 | 10.7 | 12.7 | 7.2 |
| Eastern Orthodox | 0.8 | 0.6 | 1.0 | 0.6 | 0.7 | 0.9 | 0.9 | 0.4 | 0.9 | 1.6 | 0.2 | 0.2 | 0.2 |
| Episcopalian | 1.6 | 1.6 | 1.7 | 1.2 | 2.0 | 2.6 | 1.2 | 1.8 | 1.7 | 1.9 | 0.6 | 0.4 | 0.9 |
| Hindu | 1.0 | 0.5 | 1.6 | 0.5 | 0.6 | 0.8 | 0.5 | 0.3 | 1.2 | 3.1 | 0.0 | 0.0 | 0.1 |
| Jewish | 3.5 | 2.3 | 4.7 | 1.9 | 2.8 | 4.8 | 0.9 | 1.8 | 4.2 | 6.6 | 0.1 | 0.0 | 0.2 |
| LDS (Mormon) | 0.3 | 0.3 | 0.4 | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.2 | 0.0 | 0.0 | 0.0 |
| Lutheran | 3.9 | 3.7 | 4.2 | 2.8 | 4.8 | 3.0 | 3.2 | 7.6 | 4.6 | 2.5 | 0.2 | 0.3 | 0.2 |
| Methodist | 4.2 | 4.1 | 4.3 | 3.4 | 4.9 | 4.3 | 2.5 | 6.8 | 4.6 | 2.9 | 3.9 | 3.8 | 4.1 |
| Muslim | 1.5 | 1.3 | 1.8 | 1.4 | 1.2 | 1.6 | 1.3 | 0.8 | 1.5 | 2.8 | 3.2 | 2.8 | 4.0 |
| Presbyterian | 3.3 | 2.9 | 3.8 | 2.3 | 3.6 | 3.4 | 1.9 | 4.7 | 3.7 | 4.0 | 0.9 | 1.0 | 0.9 |
| Quaker | 0.2 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 |
| Roman Catholic | 29.7 | 29.7 | 29.8 | 30.6 | 28.6 | 28.5 | 53.1 | 16.2 | 28.6 | 35.1 | 4.7 | 2.3 | 9.0 |
| Seventh Day Adventist | 0.5 | 0.6 | 0.3 | 0.4 | 0.9 | 0.3 | 0.3 | 1.9 | 0.3 | 0.2 | 0.6 | 0.5 | 0.8 |
| United Church of Christ/Congregational | 0.8 | 0.8 | 0.8 | 0.6 | 1.0 | 1.2 | 0.8 | 0.8 | 0.8 | 0.6 | 0.8 | 0.8 | 0.6 |
| Other Christian | 11.9 | 12.9 | 10.9 | 12.8 | 13.0 | 11.2 | 8.5 | 17.0 | 11.3 | 9.4 | 13.4 | 13.3 | 13.7 |
| Other Religion | 2.3 | 2.5 | 2.1 | 2.8 | 2.1 | 2.2 | 1.8 | 2.1 | 2.1 | 1.9 | 2.1 | 1.8 | 2.5 |
| None | 17.3 | 16.3 | 18.3 | 17.6 | 14.8 | 19.3 | 10.9 | 12.4 | 18.6 | 16.9 | 9.3 | 9.5 | 8.8 |
| Mother's current religious preference | | | | | | | | | | | | | |
| Baptist | 10.1 | 12.6 | 7.4 | 11.8 | 13.7 | 9.6 | 7.5 | 20.8 | 8.0 | 5.1 | 51.2 | 52.1 | 49.7 |
| Buddhist | 1.9 | 1.5 | 2.4 | 1.9 | 1.0 | 1.5 | 0.8 | 0.5 | 2.3 | 2.6 | 0.6 | 0.5 | 0.7 |
| Church of Christ | 6.4 | 7.1 | 5.7 | 8.5 | 5.4 | 5.9 | 4.4 | 5.4 | 6.1 | 3.7 | 12.0 | 14.1 | 8.5 |
| Eastern Orthodox | 0.8 | 0.7 | 1.0 | 0.7 | 0.6 | 0.7 | 0.9 | 0.5 | 0.8 | 1.5 | 0.1 | 0.1 | 0.1 |
| Episcopalian | 1.9 | 1.7 | 2.0 | 1.3 | 2.3 | 3.1 | 1.3 | 2.0 | 1.9 | 2.2 | 0.7 | 0.6 | 1.0 |
| Hindu | 1.0 | 0.5 | 1.6 | 0.5 | 0.6 | 0.8 | 0.5 | 0.3 | 1.2 | 3.1 | 0.1 | 0.0 | 0.1 |
| Jewish | 3.2 | 2.2 | 4.4 | 1.8 | 2.6 | 4.4 | 0.6 | 1.7 | 3.9 | 6.3 | 0.1 | 0.0 | 0.1 |
| LDS (Mormon) | 0.3 | 0.3 | 0.4 | 0.4 | 0.2 | 0.2 | 0.1 | 0.2 | 0.5 | 0.2 | 0.0 | 0.0 | 0.0 |
| Lutheran | 4.1 | 3.9 | 4.3 | 3.0 | 4.9 | 3.2 | 3.2 | 7.6 | 4.7 | 2.6 | 0.4 | 0.4 | 0.4 |
| Methodist | 4.7 | 4.5 | 4.8 | 3.8 | 5.5 | 4.8 | 2.7 | 7.6 | 5.2 | 3.2 | 4.7 | 4.7 | 4.7 |
| Muslim | 1.3 | 1.1 | 1.5 | 1.1 | 0.9 | 1.2 | 1.0 | 0.6 | 1.3 | 2.6 | 1.3 | 1.1 | 1.6 |
| Presbyterian | 3.7 | 3.2 | 4.2 | 2.5 | 3.9 | 3.8 | 1.8 | 5.0 | 4.1 | 4.4 | 1.1 | 1.0 | 1.3 |
| Quaker | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.0 | 0.1 |
| Roman Catholic | 31.5 | 31.3 | 31.7 | 32.4 | 30.0 | 30.1 | 56.5 | 16.6 | 30.5 | 37.0 | 5.4 | 2.7 | 10.0 |
| Seventh Day Adventist | 0.5 | 0.7 | 0.3 | 0.4 | 1.0 | 0.4 | 0.3 | 2.0 | 0.3 | 0.3 | 0.7 | 0.7 | 0.6 |
| United Church of Christ/Congregational | 0.9 | 0.9 | 0.9 | 0.7 | 1.1 | 1.4 | 1.0 | 1.0 | 1.0 | 0.8 | 1.1 | 1.2 | 0.9 |
| Other Christian | 13.0 | 13.9 | 12.0 | 13.9 | 13.9 | 12.5 | 9.0 | 17.8 | 12.4 | 10.3 | 14.6 | 14.7 | 14.3 |
| Other Religion | 2.3 | 2.5 | 2.2 | 2.8 | 2.1 | 2.3 | 1.7 | 2.1 | 2.3 | 1.9 | 1.8 | 1.7 | 1.9 |
| None | 12.2 | 11.4 | 13.0 | 12.5 | 10.1 | 14.0 | 6.6 | 7.9 | 13.3 | 12.1 | 4.2 | 4.3 | 3.9 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Student rated self as “Highest 10%” or “Above Average” as compared with the average person their age: | | | | | | | | | | | | | |
| Academic ability | 70.9 | 63.0 | 79.5 | 59.7 | 66.9 | 68.8 | 67.5 | 64.8 | 78.2 | 85.3 | 63.5 | 60.5 | 69.0 |
| Artistic ability | 28.0 | 27.8 | 28.3 | 27.3 | 28.4 | 29.8 | 25.5 | 28.3 | 27.5 | 31.6 | 28.5 | 27.8 | 29.7 |
| Competitiveness | 57.7 | 55.8 | 59.7 | 54.5 | 57.5 | 56.6 | 58.6 | 57.9 | 59.3 | 61.5 | 61.1 | 61.1 | 61.1 |
| Computer skills | 38.1 | 36.5 | 39.9 | 37.5 | 35.3 | 36.1 | 36.4 | 34.1 | 39.5 | 41.4 | 48.1 | 47.8 | 48.7 |
| Cooperativeness | 72.8 | 71.8 | 73.9 | 70.7 | 73.1 | 72.5 | 75.0 | 72.8 | 73.5 | 75.6 | 74.2 | 73.0 | 76.4 |
| Creativity | 53.6 | 53.5 | 53.7 | 52.4 | 54.7 | 56.0 | 52.7 | 54.3 | 52.8 | 57.3 | 59.3 | 58.3 | 60.9 |
| Drive to achieve | 76.9 | 74.5 | 79.6 | 72.3 | 77.2 | 76.8 | 79.4 | 76.4 | 78.8 | 83.3 | 84.0 | 82.8 | 86.2 |
| Emotional health | 52.6 | 50.0 | 55.4 | 48.6 | 51.6 | 51.0 | 53.2 | 51.5 | 55.0 | 56.8 | 54.1 | 53.4 | 55.4 |
| Leadership ability | 61.0 | 59.2 | 63.0 | 56.9 | 62.1 | 61.5 | 63.6 | 61.9 | 62.3 | 66.3 | 69.0 | 67.3 | 71.9 |
| Mathematical ability | 45.0 | 37.5 | 53.0 | 36.5 | 38.8 | 40.3 | 40.1 | 36.7 | 51.7 | 58.8 | 39.6 | 40.0 | 38.8 |
| Physical health | 55.4 | 53.3 | 57.6 | 51.0 | 56.1 | 55.8 | 57.7 | 55.6 | 57.5 | 58.1 | 53.5 | 53.4 | 53.9 |
| Popularity | 36.3 | 35.4 | 37.2 | 33.9 | 37.3 | 37.5 | 38.6 | 36.5 | 36.5 | 40.2 | 47.1 | 46.9 | 47.2 |
| Public speaking ability | 36.6 | 34.5 | 38.8 | 32.6 | 36.9 | 37.8 | 36.8 | 36.0 | 37.5 | 44.8 | 39.0 | 36.3 | 43.8 |
| Self-confidence (intellectual) | 59.0 | 55.5 | 62.8 | 54.0 | 57.3 | 56.9 | 56.9 | 57.9 | 61.7 | 67.5 | 72.3 | 71.6 | 73.7 |
| Self-confidence (social) | 49.4 | 49.0 | 49.8 | 48.8 | 49.4 | 48.4 | 50.7 | 49.7 | 49.4 | 51.1 | 67.5 | 67.5 | 67.4 |
| Self-understanding | 56.8 | 55.4 | 58.3 | 54.3 | 56.7 | 56.7 | 57.0 | 56.4 | 57.4 | 62.1 | 70.6 | 71.0 | 70.0 |
| Spirituality | 36.1 | 37.2 | 35.0 | 35.4 | 39.3 | 33.8 | 39.6 | 44.6 | 34.4 | 37.5 | 55.2 | 54.5 | 56.4 |
| Understanding of others | 67.1 | 66.6 | 67.6 | 65.9 | 67.5 | 67.6 | 69.0 | 66.6 | 66.9 | 70.8 | 68.2 | 67.5 | 69.5 |
| Writing ability | 46.0 | 43.4 | 48.8 | 41.5 | 45.6 | 47.2 | 45.3 | 44.1 | 47.2 | 56.1 | 44.5 | 41.8 | 49.2 |
| Ability to see the world from someone else’s perspective | 67.4 | 65.2 | 69.8 | 64.6 | 65.9 | 67.5 | 66.7 | 64.0 | 68.9 | 73.6 | 63.6 | 61.5 | 67.4 |
| Tolerance of others with different beliefs | 73.9 | 71.2 | 76.9 | 70.5 | 71.9 | 74.1 | 73.1 | 69.2 | 76.1 | 80.5 | 64.4 | 60.9 | 70.5 |
| Openness to having my own views challenged | 58.8 | 57.4 | 60.3 | 57.9 | 56.9 | 58.9 | 56.6 | 55.1 | 59.6 | 63.3 | 61.4 | 60.8 | 62.5 |
| Ability to discuss and negotiate controversial issues | 63.5 | 61.1 | 66.2 | 60.9 | 61.4 | 63.7 | 60.6 | 59.4 | 65.3 | 69.9 | 64.7 | 64.1 | 65.7 |
| Ability to work cooperatively with diverse people | 78.7 | 76.9 | 80.7 | 76.8 | 77.0 | 78.1 | 78.2 | 75.4 | 80.1 | 83.1 | 79.8 | 77.8 | 83.4 |
| What is the highest level of formal education obtained by your father? | | | | | | | | | | | | | |
| Junior high/Middle school or less | 5.5 | 6.9 | 4.0 | 9.4 | 3.9 | 3.4 | 4.1 | 4.2 | 4.2 | 3.0 | 7.6 | 7.8 | 7.3 |
| Some high school | 4.9 | 5.8 | 3.9 | 7.0 | 4.3 | 4.1 | 4.6 | 4.5 | 4.2 | 2.8 | 8.7 | 9.1 | 8.1 |
| High school graduate | 18.4 | 21.8 | 14.8 | 23.1 | 20.3 | 18.2 | 19.6 | 22.7 | 15.8 | 10.4 | 30.6 | 32.4 | 27.6 |
| Postsecondary school other than college | 3.0 | 3.3 | 2.7 | 3.3 | 3.3 | 3.1 | 3.3 | 3.4 | 2.9 | 2.2 | 3.9 | 4.3 | 3.3 |
| Some college | 14.0 | 15.3 | 12.6 | 16.3 | 14.1 | 13.2 | 14.4 | 14.9 | 13.0 | 10.8 | 19.5 | 20.0 | 18.8 |
| College degree | 28.4 | 26.4 | 30.5 | 24.6 | 28.6 | 28.6 | 29.6 | 28.0 | 30.6 | 30.0 | 17.8 | 17.6 | 18.2 |
| Some graduate school | 2.1 | 1.8 | 2.5 | 1.5 | 2.1 | 2.3 | 2.0 | 2.0 | 2.4 | 2.9 | 1.3 | 1.3 | 1.3 |
| Graduate degree | 23.7 | 18.7 | 29.0 | 14.7 | 23.4 | 27.1 | 22.3 | 20.3 | 27.0 | 38.0 | 10.5 | 7.7 | 15.4 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| What is the highest level of formal education obtained by your mother? | | | | | | | | | | | | | |
| Junior high/Middle school or less | 4.9 | 6.1 | 3.6 | 8.6 | 3.1 | 2.8 | 3.2 | 3.5 | 3.8 | 2.5 | 5.6 | 5.6 | 5.6 |
| Some high school | 3.6 | 4.3 | 2.8 | 5.6 | 2.7 | 2.5 | 3.0 | 2.8 | 2.9 | 2.3 | 5.4 | 5.6 | 5.0 |
| High school graduate | 15.8 | 18.1 | 13.3 | 19.5 | 16.4 | 14.7 | 16.7 | 17.9 | 14.1 | 10.0 | 19.4 | 20.6 | 17.2 |
| Postsecondary school other than college | 3.2 | 3.5 | 2.8 | 3.5 | 3.5 | 3.2 | 3.9 | 3.7 | 3.0 | 2.3 | 3.8 | 3.6 | 4.2 |
| Some college | 15.9 | 17.3 | 14.3 | 18.7 | 15.7 | 14.4 | 15.7 | 16.9 | 14.8 | 11.8 | 22.6 | 23.5 | 21.1 |
| College degree | 34.3 | 31.6 | 37.1 | 28.8 | 35.0 | 35.2 | 35.1 | 34.7 | 36.8 | 38.6 | 25.5 | 26.1 | 24.4 |
| Some graduate school | 2.7 | 2.2 | 3.1 | 1.8 | 2.8 | 3.1 | 2.9 | 2.4 | 3.0 | 3.6 | 2.1 | 1.8 | 2.7 |
| Graduate degree | 19.8 | 16.9 | 22.9 | 13.6 | 20.8 | 24.1 | 19.6 | 18.1 | 21.6 | 28.8 | 15.7 | 13.4 | 19.7 |
| During the past year, did you "Frequently": | | | | | | | | | | | | | |
| Ask questions in class | 54.6 | 53.4 | 55.9 | 51.1 | 56.1 | 58.2 | 57.4 | 53.4 | 54.9 | 60.2 | 59.6 | 57.3 | 63.6 |
| Support your opinions with a logical argument | 58.4 | 54.5 | 62.7 | 52.6 | 56.7 | 60.3 | 56.5 | 53.1 | 61.1 | 69.6 | 54.4 | 52.6 | 57.6 |
| Seek solutions to problems and explain them to others | 53.6 | 50.0 | 57.4 | 48.4 | 51.9 | 54.4 | 53.3 | 48.7 | 55.7 | 65.1 | 50.5 | 48.5 | 54.1 |
| Revise your papers to improve your writing | 47.7 | 46.4 | 49.2 | 43.1 | 50.2 | 50.6 | 52.7 | 48.6 | 48.0 | 54.6 | 48.1 | 45.5 | 52.7 |
| Evaluate the quality or reliability of information you received | 40.1 | 37.8 | 42.5 | 36.4 | 39.5 | 40.8 | 40.0 | 37.9 | 41.1 | 48.7 | 41.0 | 39.1 | 44.2 |
| Take a risk because you feel you have more to gain | 39.7 | 39.4 | 40.1 | 39.2 | 39.7 | 40.5 | 40.8 | 38.3 | 39.7 | 41.9 | 43.8 | 44.3 | 42.9 |
| Seek alternative solutions to a problem | 46.1 | 44.9 | 47.4 | 44.4 | 45.5 | 46.8 | 46.7 | 43.6 | 46.5 | 51.5 | 49.0 | 48.5 | 49.7 |
| Look up scientific research articles and resources | 24.9 | 23.2 | 26.6 | 22.6 | 23.9 | 25.0 | 25.6 | 22.1 | 26.0 | 29.5 | 23.2 | 22.3 | 24.6 |
| Explore topics on your own, even though it is not required for a class | 33.5 | 31.7 | 35.5 | 31.7 | 31.8 | 34.2 | 29.7 | 30.5 | 34.4 | 40.3 | 31.8 | 30.4 | 34.2 |
| Accept mistakes as part of the learning process | 54.2 | 53.5 | 55.0 | 54.0 | 52.9 | 53.3 | 53.9 | 52.1 | 54.8 | 55.8 | 61.5 | 61.0 | 62.4 |
| Seek feedback on your academic work | 49.5 | 48.6 | 50.4 | 46.6 | 51.1 | 51.9 | 53.1 | 49.3 | 49.5 | 54.4 | 56.5 | 54.9 | 59.2 |
| Take notes during class | 69.2 | 69.2 | 69.2 | 66.1 | 72.8 | 72.2 | 77.1 | 71.4 | 68.2 | 73.5 | 77.5 | 76.5 | 79.2 |
| Work with other students on group projects | 53.7 | 53.4 | 54.0 | 53.4 | 53.4 | 53.5 | 58.2 | 51.0 | 53.4 | 57.1 | 54.2 | 54.0 | 54.5 |
| Integrate skills and knowledge from different sources and experiences | 56.1 | 52.5 | 59.9 | 50.4 | 55.1 | 58.0 | 57.7 | 50.8 | 58.1 | 67.6 | 52.6 | 50.1 | 57.0 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Your probable career occupation | | | | | | | | | | | | | |
| Accountant or actuary | 2.2 | 2.4 | 2.1 | 2.2 | 2.5 | 2.5 | 3.2 | 2.2 | 2.1 | 2.2 | 2.3 | 2.5 | 1.8 |
| Actor or entertainer | 1.1 | 1.4 | 0.8 | 1.2 | 1.6 | 1.8 | 0.9 | 1.6 | 0.7 | 1.3 | 1.5 | 1.4 | 1.7 |
| Architect or urban planner | 0.8 | 0.5 | 1.0 | 0.4 | 0.6 | 0.9 | 0.4 | 0.3 | 1.0 | 1.1 | 1.0 | 1.3 | 0.5 |
| Artist | 1.6 | 2.1 | 1.1 | 1.9 | 2.2 | 3.1 | 0.9 | 1.9 | 1.0 | 1.3 | 1.0 | 1.1 | 0.9 |
| Business (clerical) | 0.7 | 0.7 | 0.7 | 0.7 | 0.6 | 0.7 | 0.6 | 0.6 | 0.7 | 0.5 | 0.6 | 0.7 | 0.4 |
| Business executive (management, administrator) | 7.0 | 6.2 | 7.8 | 5.5 | 7.1 | 7.9 | 8.0 | 5.7 | 7.1 | 10.9 | 5.2 | 5.0 | 5.4 |
| Business owner or proprietor | 2.8 | 2.9 | 2.8 | 2.7 | 3.1 | 3.5 | 2.9 | 2.7 | 2.6 | 3.2 | 3.1 | 3.1 | 3.1 |
| Business salesperson or buyer | 0.8 | 0.8 | 0.7 | 0.8 | 0.8 | 1.0 | 0.9 | 0.6 | 0.8 | 0.6 | 0.6 | 0.7 | 0.6 |
| Clergy (minister, priest) | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.7 | 0.0 | 0.2 | 0.2 | 0.0 | 0.4 |
| Clergy (other religious) | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.4 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 |
| Clinical psychologist | 1.4 | 1.7 | 1.2 | 1.5 | 1.9 | 1.7 | 2.1 | 1.9 | 1.2 | 1.2 | 1.9 | 1.4 | 2.8 |
| College administrator/staff | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| College teacher | 0.4 | 0.5 | 0.4 | 0.3 | 0.6 | 0.7 | 0.4 | 0.7 | 0.4 | 0.5 | 0.3 | 0.2 | 0.5 |
| Computer programmer or analyst | 2.0 | 1.8 | 2.3 | 2.2 | 1.4 | 1.4 | 1.2 | 1.5 | 2.3 | 2.1 | 2.9 | 3.5 | 1.9 |
| Conservationist or forester | 0.3 | 0.3 | 0.4 | 0.2 | 0.3 | 0.3 | 0.1 | 0.4 | 0.4 | 0.1 | 0.1 | 0.1 | 0.0 |
| Dentist (including orthodontist) | 1.1 | 1.0 | 1.3 | 1.0 | 1.0 | 0.8 | 1.5 | 0.9 | 1.3 | 1.0 | 1.5 | 1.3 | 1.7 |
| Dietitian or nutritionist | 0.5 | 0.4 | 0.6 | 0.4 | 0.4 | 0.2 | 0.6 | 0.4 | 0.7 | 0.3 | 0.3 | 0.3 | 0.2 |
| Engineer | 9.6 | 5.5 | 13.9 | 7.0 | 3.6 | 4.2 | 4.5 | 2.7 | 14.8 | 9.8 | 10.4 | 13.8 | 4.6 |
| Farmer or rancher | 0.2 | 0.1 | 0.4 | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.4 | 0.1 | 0.0 | 0.0 | 0.0 |
| Foreign service worker (including diplomat) | 0.8 | 0.6 | 1.0 | 0.3 | 1.0 | 1.2 | 0.7 | 1.0 | 0.9 | 1.5 | 0.3 | 0.1 | 0.6 |
| Homemaker (full-time) | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| Interior decorator (including designer) | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.1 |
| Lab technician or hygienist | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.3 | 0.4 | 0.1 |
| Law enforcement officer | 1.5 | 2.2 | 0.7 | 2.5 | 1.8 | 1.8 | 1.5 | 2.0 | 0.7 | 0.5 | 1.4 | 1.4 | 1.3 |
| Lawyer (attorney) or judge | 3.4 | 3.1 | 3.8 | 2.6 | 3.8 | 4.3 | 3.9 | 3.2 | 3.5 | 5.1 | 5.5 | 4.6 | 7.0 |
| Military service (career) | 1.5 | 2.1 | 0.8 | 3.4 | 0.5 | 0.4 | 0.5 | 0.6 | 0.9 | 0.4 | 0.7 | 0.8 | 0.6 |
| Musician (performer, composer) | 1.3 | 1.7 | 0.9 | 1.7 | 1.8 | 1.0 | 0.6 | 3.1 | 0.8 | 1.2 | 1.7 | 1.7 | 1.7 |
| Nurse | 4.7 | 6.1 | 3.3 | 7.3 | 4.7 | 3.1 | 8.1 | 4.5 | 3.4 | 3.0 | 9.4 | 12.2 | 4.7 |
| Optometrist | 0.3 | 0.4 | 0.3 | 0.5 | 0.3 | 0.2 | 0.4 | 0.3 | 0.3 | 0.2 | 0.4 | 0.3 | 0.4 |
| Pharmacist | 2.0 | 1.7 | 2.3 | 1.4 | 2.1 | 2.3 | 2.6 | 1.7 | 2.2 | 2.8 | 3.1 | 1.0 | 6.7 |
| Physician | 7.4 | 5.2 | 9.7 | 3.3 | 7.3 | 6.7 | 9.9 | 6.6 | 9.1 | 12.5 | 8.6 | 3.8 | 16.8 |
| Policymaker/Government | 0.9 | 0.8 | 1.0 | 0.7 | 1.0 | 1.2 | 0.8 | 0.9 | 1.0 | 1.3 | 0.4 | 0.1 | 0.9 |
| School counselor | 0.3 | 0.4 | 0.2 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.2 | 0.1 | 0.2 | 0.1 | 0.3 |
| School principal or superintendent | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.3 | 0.3 | 0.2 |
| Scientific researcher | 2.5 | 1.9 | 3.1 | 1.7 | 2.3 | 2.7 | 1.7 | 2.1 | 3.1 | 3.1 | 0.9 | 0.9 | 1.1 |
| Social, welfare, or recreation worker | 1.2 | 1.5 | 0.9 | 1.7 | 1.3 | 1.0 | 1.2 | 1.8 | 1.0 | 0.5 | 2.3 | 2.7 | 1.7 |
| Therapist (physical, occupational, speech) | 3.8 | 4.5 | 3.2 | 4.4 | 4.6 | 4.1 | 5.3 | 4.9 | 3.3 | 2.4 | 4.0 | 4.7 | 3.0 |
| Teacher or administrator (elementary) | 3.1 | 4.4 | 1.8 | 4.5 | 4.3 | 3.2 | 4.2 | 5.3 | 1.9 | 1.2 | 2.7 | 3.2 | 2.0 |
| Teacher or administrator (secondary) | 3.1 | 4.2 | 1.9 | 4.4 | 3.9 | 2.8 | 3.5 | 5.3 | 2.1 | 1.3 | 1.6 | 1.7 | 1.3 |
| Veterinarian | 1.3 | 1.0 | 1.6 | 0.9 | 1.1 | 1.0 | 0.6 | 1.3 | 1.9 | 0.6 | 1.0 | 1.3 | 0.5 |
| Writer or journalist | 2.3 | 2.4 | 2.1 | 2.1 | 2.9 | 3.1 | 2.5 | 2.8 | 1.9 | 2.7 | 2.1 | 1.9 | 2.4 |
| Skilled trades | 0.2 | 0.3 | 0.2 | 0.3 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |
| Laborer (unskilled) | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 | 0.2 | 0.3 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 |
| Semi-skilled worker | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 |
| Unemployed | 1.5 | 1.7 | 1.3 | 2.0 | 1.3 | 1.2 | 1.0 | 1.5 | 1.3 | 1.1 | 2.8 | 3.0 | 2.4 |
| Other | 8.6 | 9.9 | 7.2 | 9.9 | 9.8 | 9.6 | 8.2 | 11.0 | 7.3 | 6.9 | 9.9 | 9.4 | 10.7 |
| Undecided | 14.2 | 14.2 | 14.3 | 14.2 | 14.2 | 16.2 | 12.6 | 12.9 | 14.3 | 14.4 | 7.1 | 7.2 | 7.0 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Your father's occupation | | | | | | | | | | | | | |
| Accountant or actuary | 2.7 | 2.4 | 2.9 | 2.2 | 2.7 | 2.6 | 3.5 | 2.4 | 2.8 | 3.4 | 1.5 | 1.4 | 1.6 |
| Actor or entertainer | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 |
| Architect or urban planner | 1.0 | 0.9 | 1.1 | 0.9 | 1.0 | 1.1 | 1.0 | 0.9 | 1.1 | 1.1 | 0.7 | 0.8 | 0.6 |
| Artist | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 | 0.2 | 0.4 | 0.4 | 0.3 | 0.4 | 0.3 | 0.6 |
| Business (clerical) | 1.4 | 1.4 | 1.5 | 1.4 | 1.5 | 1.5 | 1.4 | 1.5 | 1.5 | 1.4 | 1.4 | 1.4 | 1.3 |
| Business executive (management, administrator) | 11.3 | 9.9 | 12.8 | 8.6 | 11.5 | 12.7 | 12.1 | 10.1 | 12.2 | 15.3 | 4.7 | 4.5 | 5.0 |
| Business owner or proprietor | 8.5 | 8.0 | 9.0 | 7.1 | 9.0 | 9.9 | 9.2 | 8.0 | 8.6 | 11.1 | 6.0 | 5.5 | 6.7 |
| Business salesperson or buyer | 4.3 | 4.2 | 4.4 | 3.9 | 4.5 | 4.4 | 5.3 | 4.1 | 4.5 | 4.1 | 1.9 | 1.4 | 2.8 |
| Clergy (minister, priest) | 0.5 | 0.6 | 0.4 | 0.4 | 1.0 | 0.5 | 0.2 | 1.8 | 0.4 | 0.5 | 1.0 | 0.9 | 1.1 |
| Clergy (other religious) | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Clinical psychologist | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| College administrator/staff | 0.3 | 0.3 | 0.4 | 0.2 | 0.5 | 0.5 | 0.4 | 0.5 | 0.3 | 0.4 | 0.5 | 0.6 | 0.3 |
| College teacher | 0.7 | 0.6 | 0.8 | 0.3 | 0.9 | 1.1 | 0.5 | 0.8 | 0.7 | 1.2 | 0.5 | 0.3 | 0.6 |
| Computer programmer or analyst | 3.8 | 3.4 | 4.2 | 3.5 | 3.3 | 3.2 | 3.0 | 3.4 | 4.1 | 4.3 | 2.4 | 2.7 | 2.0 |
| Conservationist or forester | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.2 |
| Dentist (including orthodontist) | 0.5 | 0.4 | 0.7 | 0.3 | 0.5 | 0.5 | 0.6 | 0.4 | 0.7 | 0.8 | 0.1 | 0.1 | 0.3 |
| Dietitian or nutritionist | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 |
| Engineer | 9.0 | 7.6 | 10.4 | 8.3 | 6.8 | 6.7 | 7.0 | 6.7 | 10.7 | 9.2 | 5.4 | 5.9 | 4.5 |
| Farmer or rancher | 0.9 | 0.9 | 1.0 | 0.8 | 0.9 | 0.5 | 0.7 | 1.5 | 1.2 | 0.3 | 0.3 | 0.3 | 0.2 |
| Foreign service worker (including diplomat) | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |
| Homemaker (full-time) | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.4 | 0.2 |
| Interior decorator (including designer) | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Lab technician or hygienist | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 | 0.3 |
| Law enforcement officer | 1.8 | 2.1 | 1.4 | 2.2 | 2.1 | 2.0 | 2.3 | 1.9 | 1.5 | 1.2 | 3.0 | 2.9 | 3.3 |
| Lawyer (attorney) or judge | 2.4 | 1.8 | 3.0 | 1.1 | 2.6 | 3.5 | 2.5 | 1.8 | 2.7 | 4.5 | 0.8 | 0.6 | 1.2 |
| Military service (career) | 1.7 | 1.9 | 1.5 | 2.1 | 1.6 | 1.3 | 1.2 | 2.2 | 1.7 | 0.8 | 4.6 | 5.1 | 3.8 |
| Musician (performer, composer) | 0.2 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.4 | 0.2 | 0.2 | 0.3 | 0.3 | 0.4 |
| Nurse | 0.6 | 0.6 | 0.5 | 0.7 | 0.6 | 0.5 | 0.5 | 0.7 | 0.5 | 0.4 | 0.7 | 0.6 | 0.8 |
| Optometrist | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 |
| Pharmacist | 0.4 | 0.3 | 0.5 | 0.3 | 0.4 | 0.3 | 0.4 | 0.4 | 0.5 | 0.5 | 0.3 | 0.2 | 0.4 |
| Physician | 2.4 | 1.7 | 3.2 | 1.0 | 2.5 | 2.9 | 2.2 | 2.2 | 2.8 | 5.0 | 0.6 | 0.2 | 1.2 |
| Policymaker/Government | 0.8 | 0.7 | 0.8 | 0.6 | 0.8 | 0.8 | 0.7 | 0.9 | 0.9 | 0.7 | 0.9 | 0.9 | 0.9 |
| School counselor | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 |
| School principal or superintendent | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.3 |
| Scientific researcher | 0.8 | 0.5 | 1.0 | 0.4 | 0.6 | 0.8 | 0.3 | 0.5 | 1.0 | 1.3 | 0.2 | 0.2 | 0.3 |
| Social, welfare, or recreation worker | 0.5 | 0.6 | 0.4 | 0.6 | 0.5 | 0.6 | 0.5 | 0.5 | 0.4 | 0.4 | 1.2 | 1.3 | 0.9 |
| Therapist (physical, occupational, speech) | 0.3 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.3 | 0.5 | 0.3 | 0.3 | 0.3 | 0.2 | 0.5 |
| Teacher or administrator (elementary) | 0.6 | 0.7 | 0.6 | 0.6 | 0.7 | 0.7 | 0.8 | 0.8 | 0.6 | 0.5 | 0.8 | 0.6 | 1.0 |
| Teacher or administrator (secondary) | 1.7 | 1.8 | 1.6 | 1.6 | 2.0 | 1.9 | 1.9 | 2.1 | 1.6 | 1.4 | 1.4 | 1.1 | 2.0 |
| Veterinarian | 0.2 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 |
| Writer or journalist | 0.3 | 0.3 | 0.4 | 0.3 | 0.4 | 0.5 | 0.3 | 0.3 | 0.3 | 0.5 | 0.2 | 0.2 | 0.2 |
| Skilled trades | 6.4 | 7.2 | 5.5 | 7.8 | 6.6 | 6.3 | 7.1 | 6.6 | 5.8 | 4.3 | 6.2 | 6.1 | 6.4 |
| Laborer (unskilled) | 3.5 | 3.9 | 3.0 | 4.8 | 2.9 | 2.7 | 2.9 | 3.2 | 3.2 | 2.0 | 4.5 | 4.8 | 3.9 |
| Semi-skilled worker | 3.1 | 3.3 | 2.8 | 4.0 | 2.6 | 2.2 | 2.5 | 3.0 | 3.0 | 2.0 | 3.7 | 4.2 | 2.9 |
| Unemployed | 4.7 | 5.4 | 4.1 | 6.2 | 4.4 | 4.3 | 4.5 | 4.5 | 4.2 | 3.3 | 11.8 | 12.7 | 10.3 |
| Other | 20.5 | 23.7 | 17.2 | 25.5 | 21.6 | 19.9 | 21.7 | 23.1 | 17.7 | 15.1 | 29.9 | 30.0 | 29.7 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Your mother's occupation | | | | | | | | | | | | | |
| Accountant or actuary | 5.4 | 5.3 | 5.5 | 5.5 | 5.1 | 5.1 | 5.1 | 5.1 | 5.6 | 5.4 | 5.0 | 5.0 | 5.1 |
| Actor or entertainer | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 |
| Architect or urban planner | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 | 0.4 | 0.2 | 0.2 | 0.3 | 0.4 | 0.2 | 0.2 | 0.2 |
| Artist | 0.7 | 0.6 | 0.7 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.7 | 0.7 | 0.3 | 0.3 | 0.4 |
| Business (clerical) | 3.8 | 3.9 | 3.7 | 4.0 | 3.8 | 3.7 | 4.0 | 3.7 | 3.8 | 3.4 | 3.1 | 2.9 | 3.5 |
| Business executive (management, administrator) | 6.2 | 6.0 | 6.3 | 5.7 | 6.4 | 6.8 | 6.5 | 5.9 | 6.2 | 6.6 | 7.2 | 7.2 | 7.3 |
| Business owner or proprietor | 3.2 | 3.0 | 3.4 | 2.6 | 3.4 | 3.8 | 3.3 | 3.2 | 3.3 | 4.0 | 2.8 | 2.5 | 3.3 |
| Business salesperson or buyer | 2.3 | 2.2 | 2.3 | 2.3 | 2.1 | 2.3 | 2.2 | 1.9 | 2.3 | 2.1 | 1.4 | 1.3 | 1.5 |
| Clergy (minister, priest) | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.3 | 0.2 | 0.4 |
| Clergy (other religious) | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Clinical psychologist | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.4 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 |
| College administrator/staff | 0.6 | 0.6 | 0.6 | 0.5 | 0.9 | 0.8 | 0.9 | 0.9 | 0.5 | 0.6 | 0.7 | 0.6 | 1.0 |
| College teacher | 0.5 | 0.4 | 0.6 | 0.2 | 0.7 | 0.9 | 0.4 | 0.6 | 0.5 | 0.8 | 0.4 | 0.3 | 0.5 |
| Computer programmer or analyst | 1.4 | 1.2 | 1.7 | 1.2 | 1.2 | 1.2 | 1.1 | 1.3 | 1.7 | 1.9 | 1.4 | 1.4 | 1.5 |
| Conservationist or forester | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.1 |
| Dentist (including orthodontist) | 0.5 | 0.5 | 0.6 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.6 | 0.3 | 0.3 | 0.3 |
| Dietitian or nutritionist | 0.4 | 0.4 | 0.5 | 0.4 | 0.4 | 0.4 | 0.3 | 0.4 | 0.5 | 0.4 | 0.4 | 0.5 | 0.3 |
| Engineer | 1.1 | 0.7 | 1.6 | 0.8 | 0.7 | 0.7 | 0.7 | 0.6 | 1.5 | 1.6 | 0.8 | 0.9 | 0.7 |
| Farmer or rancher | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 |
| Foreign service worker (including diplomat) | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 | 0.1 |
| Homemaker (full-time) | 7.6 | 6.6 | 8.7 | 5.6 | 7.7 | 8.0 | 8.3 | 7.1 | 7.6 | 13.1 | 1.4 | 1.1 | 1.9 |
| Interior decorator (including designer) | 0.4 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.5 | 0.2 | 0.2 | 0.2 |
| Lab technician or hygienist | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.7 | 0.5 | 0.5 | 0.6 |
| Law enforcement officer | 0.3 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.3 | 0.2 | 1.1 | 1.1 | 1.0 |
| Lawyer (attorney) or judge | 1.2 | 0.9 | 1.5 | 0.6 | 1.3 | 1.7 | 1.1 | 0.9 | 1.3 | 2.2 | 0.8 | 0.5 | 1.3 |
| Military service (career) | 0.2 | 0.3 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.8 | 0.8 | 0.9 |
| Musician (performer, composer) | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Nurse | 7.8 | 8.2 | 7.4 | 8.2 | 8.3 | 7.5 | 9.2 | 8.6 | 7.7 | 6.3 | 10.3 | 10.7 | 9.7 |
| Optometrist | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 |
| Pharmacist | 0.6 | 0.4 | 0.7 | 0.4 | 0.5 | 0.5 | 0.6 | 0.4 | 0.7 | 0.8 | 0.5 | 0.4 | 0.7 |
| Physician | 1.1 | 0.8 | 1.4 | 0.4 | 1.1 | 1.5 | 0.9 | 0.9 | 1.2 | 2.2 | 0.6 | 0.4 | 0.9 |
| Policymaker/Government | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.6 | 0.6 | 0.7 | 0.6 | 0.5 | 1.3 | 1.2 | 1.3 |
| School counselor | 0.3 | 0.3 | 0.3 | 0.2 | 0.4 | 0.3 | 0.3 | 0.5 | 0.3 | 0.3 | 0.5 | 0.6 | 0.4 |
| School principal or superintendent | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 | 0.2 | 0.5 | 0.4 | 0.6 |
| Scientific researcher | 0.5 | 0.3 | 0.6 | 0.3 | 0.4 | 0.5 | 0.3 | 0.3 | 0.6 | 0.8 | 0.2 | 0.2 | 0.3 |
| Social, welfare, or recreation worker | 1.8 | 1.8 | 1.8 | 1.8 | 1.9 | 1.8 | 1.9 | 1.9 | 1.8 | 1.5 | 3.9 | 4.2 | 3.6 |
| Therapist (physical, occupational, speech) | 1.6 | 1.5 | 1.8 | 1.3 | 1.7 | 1.6 | 1.8 | 1.7 | 1.8 | 1.7 | 1.2 | 0.9 | 1.5 |
| Teacher or administrator (elementary) | 7.2 | 7.2 | 7.2 | 6.8 | 7.8 | 7.3 | 7.8 | 8.4 | 7.4 | 6.4 | 5.8 | 6.0 | 5.5 |
| Teacher or administrator (secondary) | 3.6 | 3.6 | 3.7 | 3.3 | 4.0 | 3.9 | 3.5 | 4.3 | 3.7 | 3.5 | 3.3 | 3.0 | 3.9 |
| Veterinarian | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 0.1 |
| Writer or journalist | 0.5 | 0.4 | 0.6 | 0.3 | 0.6 | 0.7 | 0.4 | 0.5 | 0.5 | 0.7 | 0.2 | 0.2 | 0.2 |
| Skilled trades | 1.4 | 1.5 | 1.3 | 1.5 | 1.4 | 1.4 | 1.5 | 1.4 | 1.3 | 1.0 | 1.7 | 1.7 | 1.5 |
| Laborer (unskilled) | 2.0 | 2.1 | 1.9 | 2.6 | 1.5 | 1.3 | 1.4 | 1.7 | 2.1 | 1.3 | 2.2 | 2.5 | 1.7 |
| Semi-skilled worker | 2.0 | 2.0 | 2.0 | 2.3 | 1.6 | 1.5 | 1.7 | 1.6 | 2.1 | 1.5 | 1.8 | 2.1 | 1.5 |
| Unemployed | 8.6 | 8.9 | 8.2 | 10.4 | 7.3 | 7.4 | 7.6 | 7.1 | 8.3 | 7.5 | 10.4 | 11.0 | 9.4 |
| Other | 22.1 | 24.5 | 19.5 | 26.2 | 22.6 | 21.4 | 22.8 | 23.6 | 20.1 | 16.8 | 25.3 | 25.9 | 24.3 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Race/Ethnicity—mark all that apply (total may add to more than 100%) | | | | | | | | | | | | | |
| American Indian/Alaska Native | 2.7 | 3.2 | 2.0 | 3.7 | 2.6 | 2.4 | 1.8 | 3.3 | 2.1 | 1.8 | 5.1 | 4.7 | 5.7 |
| Asian American/Asian | 9.8 | 6.8 | 13.1 | 7.7 | 5.7 | 7.5 | 5.5 | 3.9 | 11.3 | 21.0 | 1.6 | 1.0 | 2.6 |
| Native Hawaiian/Pacific Islander | 1.2 | 1.3 | 1.0 | 1.7 | 0.8 | 0.7 | 0.9 | 0.8 | 1.0 | 1.1 | 0.6 | 0.4 | 0.9 |
| African American/Black | 12.1 | 15.1 | 8.9 | 14.1 | 16.3 | 13.7 | 14.6 | 19.7 | 9.2 | 7.7 | 95.4 | 95.3 | 95.5 |
| Mexican American/Chicano | 7.0 | 8.4 | 5.5 | 13.0 | 2.9 | 2.1 | 4.8 | 2.7 | 5.9 | 3.7 | 0.8 | 0.7 | 0.8 |
| Puerto Rican | 1.5 | 1.6 | 1.4 | 1.3 | 1.9 | 2.2 | 2.1 | 1.4 | 1.2 | 1.9 | 1.6 | 1.7 | 1.6 |
| Other Latino | 5.4 | 5.1 | 5.8 | 6.1 | 3.9 | 4.6 | 5.2 | 2.6 | 5.8 | 5.4 | 1.6 | 1.1 | 2.7 |
| White/Caucasian | 70.2 | 69.1 | 71.5 | 64.0 | 75.1 | 75.8 | 73.3 | 75.3 | 72.5 | 67.0 | 6.1 | 6.4 | 5.5 |
| Other | 3.6 | 3.8 | 3.4 | 4.1 | 3.4 | 3.7 | 3.4 | 3.1 | 3.2 | 4.3 | 4.2 | 3.8 | 4.9 |
| Students “agree strongly” or “agree somewhat”: | | | | | | | | | | | | | |
| Abortion should be legal | 60.7 | 57.4 | 64.3 | 58.7 | 55.9 | 66.6 | 51.8 | 47.4 | 64.1 | 65.0 | 51.4 | 51.1 | 51.9 |
| Marijuana should be legalized | 49.1 | 47.6 | 50.8 | 48.3 | 46.7 | 53.6 | 43.6 | 41.5 | 50.9 | 50.3 | 49.9 | 51.3 | 47.5 |
| Racial discrimination is no longer a major problem in America | 24.5 | 24.8 | 24.2 | 25.8 | 23.6 | 23.1 | 23.7 | 23.9 | 24.4 | 23.1 | 14.4 | 15.9 | 11.7 |
| Same-sex couples should have the right to legal marital status | 71.3 | 68.8 | 73.9 | 70.4 | 67.0 | 76.1 | 69.1 | 56.9 | 73.6 | 75.5 | 54.4 | 52.2 | 58.2 |
| Federal military spending should be increased | 30.5 | 32.9 | 27.8 | 32.9 | 33.0 | 30.8 | 34.1 | 34.6 | 28.6 | 24.5 | 35.4 | 38.8 | 29.4 |
| Undocumented immigrants should be denied access to public education | 43.0 | 43.2 | 42.9 | 42.6 | 43.9 | 43.4 | 44.1 | 44.3 | 43.7 | 39.1 | 32.2 | 33.9 | 29.1 |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions | 42.1 | 45.5 | 38.5 | 46.0 | 44.9 | 44.1 | 42.8 | 46.7 | 38.8 | 37.6 | 61.9 | 62.1 | 61.5 |
| A national health care plan is needed to cover everybody's medical costs | 60.5 | 62.6 | 58.3 | 63.2 | 61.9 | 65.7 | 62.8 | 57.6 | 57.9 | 60.0 | 83.6 | 82.6 | 85.2 |
| Addressing global warming should be a federal priority | 63.2 | 62.1 | 64.3 | 62.1 | 62.1 | 67.2 | 63.8 | 56.2 | 63.6 | 67.2 | 73.5 | 71.7 | 76.6 |
| The chief benefit of a college education is that it increases one's earning power | 72.3 | 73.9 | 70.6 | 76.4 | 71.0 | 70.7 | 74.4 | 69.6 | 71.7 | 65.8 | 79.0 | 79.5 | 78.3 |
| How would you characterize your political views? | | | | | | | | | | | | | |
| Far left | 2.7 | 2.8 | 2.5 | 2.8 | 2.8 | 3.4 | 1.9 | 2.8 | 2.5 | 2.5 | 4.8 | 5.0 | 4.6 |
| Liberal | 27.6 | 25.2 | 30.2 | 25.1 | 25.4 | 31.6 | 22.6 | 20.6 | 29.6 | 32.9 | 28.0 | 23.9 | 35.1 |
| Middle-of-the-road | 47.4 | 49.4 | 45.3 | 51.4 | 47.1 | 45.7 | 50.5 | 46.7 | 45.9 | 42.7 | 50.4 | 53.0 | 45.9 |
| Conservative | 20.7 | 20.7 | 20.6 | 19.0 | 22.8 | 17.8 | 23.2 | 27.6 | 20.6 | 20.6 | 14.2 | 15.3 | 12.3 |
| Far right | 1.6 | 1.8 | 1.4 | 1.8 | 1.9 | 1.6 | 1.7 | 2.3 | 1.5 | 1.3 | 2.6 | 2.8 | 2.1 |
| The following reasons were “Very Important” in deciding to go to college: | | | | | | | | | | | | | |
| To be able to get a better job | 85.9 | 86.2 | 85.6 | 87.8 | 84.4 | 83.6 | 89.3 | 82.8 | 85.8 | 84.7 | 93.6 | 94.7 | 91.6 |
| To gain a general education and appreciation of ideas | 72.4 | 72.4 | 72.4 | 70.7 | 74.3 | 76.3 | 75.9 | 71.4 | 71.6 | 76.3 | 81.0 | 80.9 | 81.2 |
| To make me a more cultured person | 50.3 | 49.6 | 51.0 | 46.3 | 53.5 | 56.1 | 54.3 | 50.5 | 49.2 | 58.7 | 61.8 | 59.0 | 66.7 |
| To be able to make more money | 71.7 | 73.4 | 69.8 | 76.6 | 69.6 | 69.4 | 73.5 | 67.9 | 70.7 | 65.9 | 88.7 | 91.0 | 84.7 |
| To learn more about things that interest me | 82.9 | 82.3 | 83.6 | 81.5 | 83.2 | 84.9 | 83.1 | 81.7 | 83.3 | 85.0 | 84.2 | 84.3 | 83.9 |
| To get training for a specific career | 77.6 | 79.7 | 75.5 | 81.8 | 77.2 | 73.4 | 81.3 | 78.9 | 76.1 | 72.6 | 86.8 | 88.0 | 84.8 |
| To prepare myself for graduate or professional school | 61.4 | 61.2 | 61.6 | 60.7 | 61.8 | 61.3 | 67.8 | 59.2 | 61.6 | 61.7 | 80.1 | 79.0 | 82.2 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| During your last year in high school, how much time did you spend during a typical week doing the following activities? | | | | | | | | | | | | | |
| Studying/homework | | | | | | | | | | | | | |
| None | 1.9 | 2.1 | 1.7 | 2.3 | 1.8 | 1.6 | 1.2 | 2.2 | 1.7 | 1.3 | 3.3 | 3.8 | 2.5 |
| Less than one hour | 10.2 | 11.4 | 8.8 | 12.9 | 9.7 | 8.8 | 8.2 | 11.4 | 9.5 | 6.0 | 15.3 | 17.1 | 12.1 |
| 1 to 2 hours | 21.4 | 24.3 | 18.2 | 27.4 | 20.8 | 19.3 | 19.1 | 23.2 | 19.3 | 13.1 | 32.3 | 34.4 | 28.6 |
| 3 to 5 hours | 27.2 | 27.8 | 26.5 | 28.9 | 26.6 | 26.0 | 26.9 | 26.9 | 27.4 | 22.5 | 25.9 | 26.1 | 25.6 |
| 6 to 10 hours | 20.1 | 18.5 | 21.8 | 16.9 | 20.3 | 21.1 | 21.7 | 18.9 | 21.5 | 23.0 | 12.6 | 11.1 | 15.3 |
| 11 to 15 hours | 10.1 | 8.6 | 11.7 | 6.5 | 10.9 | 11.9 | 12.1 | 9.4 | 10.8 | 15.6 | 5.0 | 3.1 | 8.3 |
| 16 to 20 hours | 5.2 | 4.2 | 6.4 | 2.9 | 5.7 | 6.5 | 6.4 | 4.4 | 5.6 | 9.8 | 2.8 | 2.4 | 3.6 |
| Over 20 hours | 4.1 | 3.1 | 5.1 | 2.2 | 4.2 | 4.7 | 4.5 | 3.5 | 4.2 | 8.8 | 2.8 | 2.0 | 4.1 |
| Socializing with friends | | | | | | | | | | | | | |
| None | 0.4 | 0.5 | 0.3 | 0.5 | 0.4 | 0.4 | 0.4 | 0.4 | 0.3 | 0.3 | 0.8 | 0.7 | 1.0 |
| Less than one hour | 1.9 | 2.1 | 1.6 | 2.4 | 1.8 | 1.6 | 1.6 | 2.2 | 1.7 | 1.3 | 3.1 | 3.3 | 2.9 |
| 1 to 2 hours | 8.1 | 8.6 | 7.6 | 9.5 | 7.6 | 6.8 | 7.4 | 8.4 | 7.8 | 6.6 | 10.1 | 10.2 | 10.0 |
| 3 to 5 hours | 22.2 | 22.1 | 22.4 | 22.5 | 21.6 | 20.6 | 21.2 | 22.7 | 22.5 | 21.6 | 24.7 | 24.6 | 24.9 |
| 6 to 10 hours | 27.1 | 25.9 | 28.4 | 25.1 | 26.8 | 27.4 | 27.2 | 25.9 | 28.4 | 28.7 | 23.6 | 23.6 | 23.5 |
| 11 to 15 hours | 17.5 | 16.8 | 18.2 | 15.8 | 17.9 | 18.4 | 18.2 | 17.3 | 17.9 | 19.6 | 13.2 | 13.0 | 13.7 |
| 16 to 20 hours | 9.7 | 9.7 | 9.6 | 9.5 | 10.1 | 10.5 | 10.6 | 9.4 | 9.5 | 10.0 | 6.8 | 6.3 | 7.7 |
| Over 20 hours | 13.2 | 14.3 | 12.0 | 14.7 | 13.9 | 14.4 | 13.4 | 13.6 | 12.0 | 11.8 | 17.6 | 18.4 | 16.3 |
| Talking with teachers outside of class | | | | | | | | | | | | | |
| None | 9.5 | 9.7 | 9.3 | 10.7 | 8.5 | 8.0 | 7.3 | 9.5 | 9.6 | 7.6 | 11.1 | 11.8 | 10.0 |
| Less than one hour | 41.6 | 40.9 | 42.4 | 42.5 | 39.1 | 37.9 | 39.3 | 40.2 | 43.2 | 38.8 | 34.4 | 36.0 | 31.6 |
| 1 to 2 hours | 31.9 | 31.3 | 32.4 | 30.0 | 32.9 | 33.6 | 33.8 | 31.7 | 31.9 | 34.7 | 29.0 | 28.7 | 29.6 |
| 3 to 5 hours | 11.8 | 12.1 | 11.6 | 11.1 | 13.3 | 14.3 | 13.3 | 12.3 | 11.1 | 13.7 | 14.6 | 13.5 | 16.7 |
| 6 to 10 hours | 3.3 | 3.7 | 2.9 | 3.5 | 3.9 | 3.9 | 3.9 | 4.0 | 2.7 | 3.4 | 5.9 | 5.5 | 6.5 |
| 11 to 15 hours | 1.1 | 1.2 | 0.9 | 1.1 | 1.3 | 1.3 | 1.2 | 1.3 | 0.9 | 1.0 | 2.4 | 2.0 | 3.2 |
| 16 to 20 hours | 0.4 | 0.5 | 0.3 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.3 | 0.3 | 1.0 | 1.0 | 1.2 |
| Over 20 hours | 0.4 | 0.5 | 0.3 | 0.6 | 0.5 | 0.5 | 0.5 | 0.6 | 0.3 | 0.4 | 1.4 | 1.6 | 1.2 |
| Exercise or sports | | | | | | | | | | | | | |
| None | 4.9 | 5.5 | 4.3 | 6.1 | 4.9 | 4.6 | 4.0 | 5.6 | 4.4 | 3.7 | 9.6 | 10.0 | 9.0 |
| Less than one hour | 8.5 | 9.1 | 7.9 | 10.0 | 8.1 | 7.6 | 7.4 | 8.8 | 7.9 | 7.9 | 10.6 | 10.5 | 10.8 |
| 1 to 2 hours | 14.7 | 15.0 | 14.4 | 16.4 | 13.3 | 13.5 | 12.5 | 13.5 | 14.4 | 14.3 | 17.2 | 16.9 | 17.7 |
| 3 to 5 hours | 18.7 | 18.1 | 19.4 | 19.0 | 17.1 | 17.8 | 17.1 | 16.3 | 19.2 | 20.5 | 19.1 | 19.5 | 18.4 |
| 6 to 10 hours | 18.8 | 17.5 | 20.3 | 17.0 | 18.0 | 18.8 | 19.0 | 16.8 | 20.3 | 20.5 | 14.9 | 14.2 | 16.2 |
| 11 to 15 hours | 14.8 | 14.1 | 15.6 | 13.2 | 15.2 | 15.3 | 16.1 | 14.6 | 15.6 | 15.3 | 9.5 | 9.7 | 9.1 |
| 16 to 20 hours | 8.6 | 8.7 | 8.5 | 7.6 | 10.0 | 10.0 | 10.3 | 9.9 | 8.5 | 8.6 | 6.6 | 7.0 | 6.0 |
| Over 20 hours | 10.8 | 12.0 | 9.5 | 10.7 | 13.5 | 12.4 | 13.7 | 14.5 | 9.6 | 9.3 | 12.5 | 12.3 | 12.7 |
| Partying | | | | | | | | | | | | | |
| None | 34.7 | 35.3 | 34.0 | 34.7 | 35.9 | 31.8 | 32.5 | 41.7 | 34.6 | 31.5 | 23.9 | 23.7 | 24.4 |
| Less than one hour | 16.5 | 16.0 | 17.0 | 16.6 | 15.3 | 15.1 | 15.3 | 15.5 | 17.0 | 16.8 | 13.6 | 12.5 | 15.7 |
| 1 to 2 hours | 17.1 | 16.7 | 17.4 | 17.1 | 16.3 | 17.0 | 17.3 | 15.0 | 17.3 | 18.3 | 19.4 | 20.0 | 18.3 |
| 3 to 5 hours | 16.9 | 16.6 | 17.2 | 16.5 | 16.8 | 18.3 | 18.6 | 14.4 | 16.9 | 18.6 | 22.7 | 23.5 | 21.3 |
| 6 to 10 hours | 8.9 | 8.7 | 9.0 | 8.5 | 9.1 | 10.5 | 10.0 | 7.2 | 9.0 | 9.4 | 10.6 | 10.8 | 10.3 |
| 11 to 15 hours | 3.2 | 3.4 | 3.0 | 3.3 | 3.5 | 4.0 | 3.4 | 3.0 | 3.0 | 3.1 | 4.5 | 4.5 | 4.6 |
| 16 to 20 hours | 1.4 | 1.5 | 1.2 | 1.6 | 1.5 | 1.5 | 1.5 | 1.4 | 1.2 | 1.2 | 1.9 | 1.9 | 1.8 |
| Over 20 hours | 1.4 | 1.7 | 1.2 | 1.7 | 1.7 | 1.7 | 1.4 | 1.8 | 1.2 | 1.1 | 3.3 | 3.1 | 3.6 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| During your last year in high school, how much time did you spend during a typical week doing the following activities? | | | | | | | | | | | | | |
| Working (for pay) | | | | | | | | | | | | | |
| None | 43.1 | 41.6 | 44.9 | 42.8 | 40.1 | 40.9 | 38.0 | 40.3 | 43.7 | 49.9 | 44.0 | 43.0 | 45.8 |
| Less than one hour | 3.8 | 3.6 | 3.9 | 3.5 | 3.7 | 3.7 | 3.3 | 3.9 | 3.9 | 4.1 | 3.0 | 2.7 | 3.5 |
| 1 to 2 hours | 5.1 | 4.9 | 5.3 | 4.6 | 5.3 | 5.2 | 4.9 | 5.4 | 5.2 | 6.1 | 3.9 | 3.9 | 3.9 |
| 3 to 5 hours | 8.4 | 8.5 | 8.3 | 7.9 | 9.3 | 9.0 | 9.4 | 9.4 | 8.1 | 9.4 | 7.0 | 7.0 | 6.9 |
| 6 to 10 hours | 11.5 | 11.7 | 11.3 | 10.9 | 12.7 | 12.3 | 13.9 | 12.5 | 11.4 | 11.0 | 11.2 | 11.3 | 11.0 |
| 11 to 15 hours | 10.0 | 10.1 | 9.9 | 9.9 | 10.3 | 10.1 | 11.5 | 10.0 | 10.4 | 8.0 | 7.5 | 7.7 | 7.2 |
| 16 to 20 hours | 8.7 | 9.1 | 8.3 | 9.5 | 8.7 | 8.9 | 9.2 | 8.2 | 8.8 | 5.9 | 8.6 | 8.8 | 8.1 |
| Over 20 hours | 9.3 | 10.5 | 8.0 | 11.0 | 10.0 | 9.8 | 9.8 | 10.2 | 8.6 | 5.6 | 14.9 | 15.7 | 13.6 |
| Volunteer work | | | | | | | | | | | | | |
| None | 25.4 | 27.6 | 23.0 | 30.5 | 24.3 | 25.5 | 19.5 | 25.5 | 23.9 | 19.0 | 25.0 | 28.6 | 18.7 |
| Less than one hour | 21.1 | 20.7 | 21.5 | 20.6 | 20.8 | 20.8 | 19.7 | 21.5 | 22.0 | 19.4 | 15.7 | 15.5 | 16.0 |
| 1 to 2 hours | 25.3 | 23.8 | 27.0 | 22.3 | 25.5 | 25.0 | 27.4 | 25.1 | 26.5 | 28.8 | 21.6 | 21.4 | 22.1 |
| 3 to 5 hours | 15.6 | 14.8 | 16.5 | 14.0 | 15.8 | 15.4 | 18.6 | 14.9 | 15.8 | 19.3 | 17.1 | 16.0 | 19.1 |
| 6 to 10 hours | 6.6 | 6.6 | 6.6 | 6.2 | 6.9 | 7.0 | 7.7 | 6.5 | 6.4 | 7.5 | 9.4 | 8.5 | 11.0 |
| 11 to 15 hours | 2.5 | 2.6 | 2.4 | 2.5 | 2.7 | 2.6 | 3.0 | 2.6 | 2.3 | 2.7 | 3.6 | 3.2 | 4.3 |
| 16 to 20 hours | 1.2 | 1.4 | 1.1 | 1.4 | 1.4 | 1.4 | 1.5 | 1.3 | 1.1 | 1.1 | 2.6 | 2.4 | 3.0 |
| Over 20 hours | 2.3 | 2.5 | 2.1 | 2.5 | 2.5 | 2.3 | 2.6 | 2.6 | 2.1 | 2.1 | 4.9 | 4.4 | 5.8 |
| Student clubs/groups | | | | | | | | | | | | | |
| None | 27.5 | 31.2 | 23.5 | 35.3 | 26.4 | 26.1 | 22.8 | 28.5 | 25.2 | 16.1 | 28.3 | 31.7 | 22.2 |
| Less than one hour | 14.5 | 14.8 | 14.3 | 15.4 | 14.0 | 13.8 | 14.2 | 14.1 | 14.6 | 12.8 | 11.6 | 12.1 | 10.8 |
| 1 to 2 hours | 24.6 | 23.0 | 26.3 | 21.2 | 25.1 | 25.2 | 26.5 | 24.2 | 26.0 | 27.2 | 20.7 | 20.4 | 21.1 |
| 3 to 5 hours | 17.7 | 16.0 | 19.5 | 14.3 | 18.1 | 18.6 | 19.0 | 17.2 | 18.6 | 23.2 | 18.3 | 17.0 | 20.7 |
| 6 to 10 hours | 8.2 | 7.7 | 8.8 | 6.9 | 8.5 | 8.5 | 9.3 | 8.1 | 8.2 | 11.2 | 9.7 | 8.7 | 11.6 |
| 11 to 15 hours | 3.5 | 3.3 | 3.7 | 2.9 | 3.7 | 3.5 | 3.9 | 3.7 | 3.4 | 4.7 | 4.2 | 3.5 | 5.5 |
| 16 to 20 hours | 1.7 | 1.7 | 1.8 | 1.6 | 1.8 | 1.9 | 1.8 | 1.8 | 1.7 | 2.1 | 2.5 | 2.2 | 3.1 |
| Over 20 hours | 2.4 | 2.4 | 2.3 | 2.4 | 2.4 | 2.4 | 2.5 | 2.4 | 2.2 | 2.7 | 4.7 | 4.5 | 5.0 |
| Watching TV | | | | | | | | | | | | | |
| None | 8.4 | 7.7 | 9.1 | 7.6 | 7.8 | 8.6 | 5.8 | 8.0 | 8.9 | 9.9 | 6.9 | 6.4 | 7.7 |
| Less than one hour | 16.6 | 16.5 | 16.7 | 17.2 | 15.7 | 15.6 | 16.0 | 15.7 | 16.9 | 16.0 | 15.5 | 15.0 | 16.5 |
| 1 to 2 hours | 24.9 | 25.0 | 24.8 | 25.8 | 24.0 | 24.3 | 24.0 | 23.8 | 25.0 | 24.0 | 21.6 | 21.9 | 21.0 |
| 3 to 5 hours | 26.2 | 25.9 | 26.5 | 25.4 | 26.5 | 26.4 | 28.0 | 25.9 | 26.3 | 27.0 | 23.1 | 23.2 | 23.0 |
| 6 to 10 hours | 14.2 | 14.4 | 14.1 | 13.8 | 15.2 | 14.9 | 15.6 | 15.2 | 14.0 | 14.2 | 15.3 | 15.2 | 15.5 |
| 11 to 15 hours | 5.2 | 5.5 | 4.9 | 5.3 | 5.7 | 5.6 | 5.6 | 5.9 | 4.8 | 5.0 | 6.5 | 6.7 | 6.2 |
| 16 to 20 hours | 2.0 | 2.1 | 1.9 | 2.1 | 2.2 | 2.1 | 2.3 | 2.3 | 1.9 | 1.9 | 3.8 | 3.8 | 3.8 |
| Over 20 hours | 2.4 | 2.8 | 2.0 | 2.8 | 2.8 | 2.5 | 2.6 | 3.1 | 2.0 | 2.1 | 7.3 | 7.9 | 6.2 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| During your last year in high school, how much time did you spend during a typical week doing the following activities? | | | | | | | | | | | | | |
| Household/childcare duties | | | | | | | | | | | | | |
| None | 20.2 | 19.9 | 20.4 | 19.7 | 20.3 | 22.1 | 16.3 | 20.4 | 20.2 | 21.4 | 18.4 | 19.9 | 15.7 |
| Less than one hour | 20.9 | 19.8 | 22.2 | 19.5 | 20.1 | 20.6 | 19.0 | 20.1 | 22.0 | 22.7 | 16.2 | 15.7 | 17.2 |
| 1 to 2 hours | 30.0 | 29.2 | 30.8 | 28.9 | 29.5 | 29.3 | 30.4 | 29.2 | 30.9 | 30.3 | 25.9 | 25.0 | 27.4 |
| 3 to 5 hours | 18.2 | 18.8 | 17.5 | 19.0 | 18.6 | 17.8 | 21.5 | 18.1 | 17.6 | 17.0 | 19.5 | 19.7 | 19.1 |
| 6 to 10 hours | 6.2 | 6.8 | 5.5 | 7.0 | 6.6 | 6.1 | 7.4 | 6.6 | 5.6 | 5.0 | 8.9 | 8.4 | 9.7 |
| 11 to 15 hours | 2.1 | 2.5 | 1.8 | 2.6 | 2.3 | 2.1 | 2.6 | 2.5 | 1.8 | 1.7 | 4.2 | 4.2 | 4.3 |
| 16 to 20 hours | 0.9 | 1.1 | 0.8 | 1.2 | 1.0 | 0.8 | 1.2 | 1.2 | 0.8 | 0.8 | 2.0 | 1.9 | 2.1 |
| Over 20 hours | 1.5 | 1.9 | 1.1 | 2.1 | 1.6 | 1.3 | 1.7 | 1.9 | 1.2 | 1.0 | 4.9 | 5.1 | 4.5 |
| Reading for pleasure | | | | | | | | | | | | | |
| None | 29.5 | 31.2 | 27.6 | 32.5 | 29.6 | 29.3 | 28.7 | 30.3 | 28.6 | 23.4 | 33.1 | 36.4 | 27.2 |
| Less than one hour | 24.7 | 23.7 | 25.7 | 23.8 | 23.7 | 23.8 | 25.2 | 22.7 | 25.8 | 25.4 | 24.1 | 23.5 | 25.3 |
| 1 to 2 hours | 22.0 | 21.2 | 22.9 | 20.9 | 21.7 | 21.8 | 22.8 | 20.9 | 22.4 | 25.1 | 20.6 | 19.5 | 22.4 |
| 3 to 5 hours | 13.6 | 13.2 | 14.1 | 12.6 | 13.9 | 14.0 | 13.3 | 14.0 | 13.7 | 15.6 | 11.2 | 10.2 | 12.9 |
| 6 to 10 hours | 5.9 | 5.9 | 5.9 | 5.6 | 6.4 | 6.5 | 5.9 | 6.5 | 5.8 | 6.4 | 5.2 | 4.6 | 6.2 |
| 11 to 15 hours | 2.3 | 2.4 | 2.1 | 2.4 | 2.6 | 2.5 | 2.0 | 2.9 | 2.0 | 2.4 | 2.6 | 2.6 | 2.6 |
| 16 to 20 hours | 0.9 | 1.0 | 0.8 | 1.0 | 1.0 | 1.0 | 1.0 | 1.1 | 0.7 | 0.9 | 1.2 | 1.1 | 1.3 |
| Over 20 hours | 1.1 | 1.3 | 0.9 | 1.3 | 1.2 | 1.0 | 1.1 | 1.6 | 1.0 | 0.8 | 2.1 | 2.2 | 2.0 |
| Playing video/computer games | | | | | | | | | | | | | |
| None | 43.0 | 42.7 | 43.4 | 41.7 | 44.0 | 45.0 | 46.5 | 41.7 | 43.0 | 44.9 | 43.7 | 41.8 | 47.1 |
| Less than one hour | 18.2 | 18.4 | 18.0 | 18.8 | 18.0 | 17.4 | 18.6 | 18.2 | 18.0 | 17.8 | 17.7 | 18.4 | 16.6 |
| 1 to 2 hours | 14.6 | 14.8 | 14.4 | 14.8 | 14.7 | 14.4 | 14.1 | 15.2 | 14.4 | 14.1 | 15.5 | 15.8 | 14.8 |
| 3 to 5 hours | 11.8 | 11.5 | 12.0 | 11.7 | 11.4 | 11.3 | 10.3 | 12.0 | 12.0 | 11.7 | 10.5 | 11.1 | 9.4 |
| 6 to 10 hours | 6.5 | 6.4 | 6.5 | 6.4 | 6.4 | 6.6 | 5.7 | 6.7 | 6.6 | 6.1 | 5.9 | 6.1 | 5.4 |
| 11 to 15 hours | 2.9 | 2.9 | 2.9 | 3.1 | 2.7 | 2.7 | 2.3 | 2.9 | 3.0 | 2.9 | 2.8 | 2.7 | 3.1 |
| 16 to 20 hours | 1.3 | 1.3 | 1.2 | 1.3 | 1.2 | 1.1 | 1.1 | 1.4 | 1.2 | 1.1 | 1.4 | 1.4 | 1.4 |
| Over 20 hours | 1.8 | 1.9 | 1.7 | 2.2 | 1.6 | 1.5 | 1.3 | 1.8 | 1.7 | 1.4 | 2.5 | 2.7 | 2.2 |
| Online social networks (Myspace, Facebook, etc.) | | | | | | | | | | | | | |
| None | 5.2 | 5.3 | 5.0 | 5.9 | 4.6 | 4.1 | 4.5 | 5.1 | 5.2 | 4.1 | 4.8 | 4.8 | 5.0 |
| Less than one hour | 15.9 | 16.1 | 15.8 | 17.3 | 14.6 | 13.6 | 14.5 | 15.6 | 16.5 | 12.8 | 15.1 | 15.7 | 13.9 |
| 1 to 2 hours | 25.9 | 25.3 | 26.5 | 25.5 | 25.0 | 24.9 | 24.9 | 25.1 | 26.9 | 24.6 | 22.3 | 22.8 | 21.5 |
| 3 to 5 hours | 25.9 | 25.2 | 26.6 | 24.0 | 26.6 | 27.1 | 26.8 | 26.0 | 26.2 | 28.2 | 21.1 | 21.1 | 21.0 |
| 6 to 10 hours | 13.7 | 13.6 | 13.7 | 13.0 | 14.3 | 15.3 | 14.3 | 13.2 | 13.2 | 16.0 | 13.3 | 12.6 | 14.4 |
| 11 to 15 hours | 6.1 | 6.4 | 5.9 | 6.0 | 6.8 | 6.8 | 6.7 | 6.8 | 5.7 | 6.8 | 7.9 | 7.2 | 9.1 |
| 16 to 20 hours | 3.0 | 3.2 | 2.7 | 3.1 | 3.2 | 3.4 | 3.3 | 3.1 | 2.6 | 3.1 | 4.7 | 5.0 | 4.3 |
| Over 20 hours | 4.4 | 5.1 | 3.7 | 5.1 | 5.0 | 4.9 | 4.9 | 5.1 | 3.6 | 4.3 | 10.8 | 10.8 | 10.9 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| The following reasons were “Very Important” in deciding to go to this particular college: | | | | | | | | | | | | | |
| My parents wanted me to come here | 14.3 | 15.7 | 12.8 | 16.4 | 14.9 | 13.8 | 16.9 | 15.0 | 12.6 | 14.0 | 20.5 | 19.5 | 22.4 |
| My relatives wanted me to come here | 6.1 | 7.1 | 5.1 | 7.6 | 6.5 | 6.0 | 7.2 | 6.6 | 5.0 | 5.3 | 14.5 | 14.0 | 15.5 |
| My teacher advised me | 6.0 | 7.1 | 4.9 | 7.6 | 6.5 | 7.1 | 6.7 | 5.7 | 4.8 | 5.2 | 8.4 | 7.9 | 9.1 |
| This college has a very good academic reputation | 63.7 | 59.3 | 68.3 | 53.1 | 66.5 | 68.0 | 71.7 | 62.5 | 66.4 | 76.2 | 57.5 | 49.2 | 72.0 |
| This college has a good reputation for its social activities | 38.6 | 36.5 | 40.8 | 34.7 | 38.5 | 38.1 | 41.3 | 37.5 | 41.4 | 38.4 | 43.6 | 44.6 | 41.8 |
| I was offered financial assistance | 44.0 | 48.4 | 39.3 | 37.4 | 60.9 | 55.2 | 63.8 | 65.2 | 36.8 | 50.3 | 50.0 | 49.6 | 50.8 |
| The cost of attending this college | 40.6 | 42.4 | 38.8 | 49.5 | 34.3 | 32.6 | 38.4 | 34.0 | 40.9 | 29.4 | 42.4 | 46.2 | 35.8 |
| High school counselor advised me | 9.5 | 11.0 | 7.9 | 11.6 | 10.4 | 11.7 | 11.6 | 8.4 | 7.6 | 9.2 | 12.3 | 12.2 | 12.5 |
| Private college counselor advised me | 3.5 | 4.3 | 2.6 | 3.3 | 5.4 | 6.0 | 5.0 | 5.0 | 2.2 | 4.5 | 5.1 | 5.1 | 5.0 |
| I wanted to live near home | 18.9 | 22.2 | 15.4 | 25.4 | 18.4 | 16.5 | 22.4 | 18.3 | 15.7 | 13.8 | 17.5 | 18.6 | 15.7 |
| Not offered aid by first choice | 9.3 | 9.5 | 9.1 | 9.6 | 9.5 | 8.8 | 11.5 | 9.2 | 9.3 | 8.2 | 12.7 | 12.9 | 12.2 |
| Could not afford first choice | 12.6 | 13.0 | 12.3 | 15.4 | 10.2 | 9.4 | 12.4 | 9.8 | 13.2 | 8.6 | 15.9 | 17.9 | 12.5 |
| This college’s graduates gain admission to top graduate/professional schools | 33.4 | 30.0 | 36.9 | 25.0 | 35.7 | 37.4 | 41.4 | 31.1 | 35.0 | 44.9 | 38.1 | 28.2 | 55.3 |
| This college’s graduates get good jobs | 54.6 | 51.7 | 57.6 | 46.6 | 57.5 | 59.3 | 64.7 | 52.1 | 55.3 | 67.6 | 57.2 | 51.4 | 67.3 |
| I was attracted by the religious affiliation/orientation of the college | 6.8 | 9.1 | 4.3 | 3.9 | 14.9 | 5.1 | 18.9 | 22.7 | 2.5 | 11.8 | 12.2 | 10.5 | 15.3 |
| I wanted to go to a school about the size of this college | 38.1 | 42.5 | 33.4 | 33.2 | 53.0 | 51.2 | 53.9 | 54.2 | 31.7 | 40.6 | 33.3 | 30.6 | 38.2 |
| Rankings in national magazines | 18.2 | 12.9 | 23.7 | 9.8 | 16.5 | 19.0 | 17.4 | 13.6 | 22.2 | 30.3 | 17.3 | 11.2 | 28.0 |
| Information from a website | 18.5 | 18.2 | 18.9 | 16.5 | 20.0 | 22.6 | 19.2 | 17.9 | 17.9 | 23.4 | 24.6 | 22.3 | 28.5 |
| I was admitted through an Early Action or Early Decision program | 15.0 | 13.8 | 16.2 | 10.9 | 17.1 | 20.2 | 15.7 | 14.7 | 14.9 | 21.5 | 11.4 | 9.0 | 15.7 |
| The athletic department recruited me | 8.3 | 12.2 | 4.2 | 7.1 | 18.0 | 14.9 | 14.8 | 22.8 | 3.7 | 6.2 | 8.9 | 10.1 | 6.7 |
| A visit to the campus | 42.5 | 44.9 | 40.0 | 37.7 | 53.1 | 54.6 | 51.8 | 52.1 | 38.4 | 46.8 | 41.4 | 42.2 | 39.9 |
| Ability to take online courses | 2.7 | 3.2 | 2.1 | 3.8 | 2.6 | 2.5 | 2.5 | 2.7 | 2.2 | 1.7 | 6.1 | 7.2 | 4.1 |
| The current economic situation significantly affected my college choice: | | | | | | | | | | | | | |
| Agree strongly | 21.5 | 23.4 | 19.4 | 26.7 | 19.6 | 19.0 | 21.0 | 19.4 | 19.9 | 17.4 | 25.5 | 26.9 | 23.1 |
| Agree somewhat | 42.4 | 43.2 | 41.5 | 45.4 | 40.6 | 39.5 | 41.9 | 41.2 | 42.6 | 36.6 | 40.0 | 40.7 | 38.7 |
| Disagree somewhat | 21.4 | 20.4 | 22.5 | 17.6 | 23.6 | 23.2 | 22.9 | 24.4 | 22.3 | 23.5 | 19.3 | 18.9 | 20.1 |
| Disagree strongly | 14.7 | 13.0 | 16.6 | 10.2 | 16.2 | 18.3 | 14.2 | 15.0 | 15.2 | 22.5 | 15.2 | 13.5 | 18.1 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Your probable field of study: | | | | | | | | | | | | | |
| Arts and Humanities | | | | | | | | | | | | | |
| Art, fine and applied | 2.0 | 2.6 | 1.3 | 2.5 | 2.8 | 3.9 | 1.5 | 2.3 | 1.2 | 1.9 | 1.2 | 1.2 | 1.3 |
| English (language and literature) | 1.8 | 2.0 | 1.6 | 1.7 | 2.3 | 2.4 | 1.9 | 2.4 | 1.5 | 1.9 | 0.9 | 0.5 | 1.6 |
| History | 1.3 | 1.4 | 1.2 | 1.3 | 1.5 | 1.5 | 1.3 | 1.7 | 1.1 | 1.2 | 0.4 | 0.2 | 0.6 |
| Journalism | 1.2 | 1.2 | 1.2 | 1.3 | 1.2 | 1.3 | 1.2 | 1.1 | 1.2 | 1.4 | 2.1 | 2.3 | 1.8 |
| Language and Literature (except English) | 0.6 | 0.5 | 0.6 | 0.5 | 0.6 | 0.7 | 0.4 | 0.6 | 0.7 | 0.6 | 0.2 | 0.2 | 0.2 |
| Music | 1.4 | 1.8 | 1.0 | 1.7 | 1.8 | 1.0 | 0.5 | 3.2 | 0.9 | 1.4 | 1.1 | 0.8 | 1.7 |
| Philosophy | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 | 0.4 | 0.2 | 0.3 | 0.3 | 0.5 | 0.1 | 0.1 | 0.2 |
| Speech | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 |
| Theatre or Drama | 0.9 | 1.2 | 0.7 | 1.0 | 1.3 | 1.6 | 0.6 | 1.3 | 0.6 | 1.0 | 0.5 | 0.3 | 0.9 |
| Theology or Religion | 0.2 | 0.3 | 0.1 | 0.1 | 0.6 | 0.2 | 0.3 | 1.1 | 0.0 | 0.2 | 0.1 | 0.0 | 0.2 |
| Other Arts and Humanities | 1.2 | 1.3 | 1.0 | 1.2 | 1.4 | 1.9 | 1.0 | 1.2 | 0.9 | 1.5 | 0.6 | 0.7 | 0.5 |
| Biological Science | | | | | | | | | | | | | |
| Biology (general) | 6.2 | 5.6 | 6.9 | 4.6 | 6.6 | 5.6 | 8.9 | 6.5 | 6.7 | 7.6 | 9.5 | 6.5 | 14.8 |
| Biochemistry or Biophysics | 1.5 | 1.1 | 2.0 | 0.9 | 1.3 | 1.4 | 1.4 | 1.1 | 2.0 | 1.9 | 0.8 | 0.3 | 1.6 |
| Botany | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 |
| Environmental Science | 0.9 | 0.9 | 1.0 | 0.7 | 1.1 | 1.3 | 0.5 | 1.2 | 1.0 | 0.6 | 0.2 | 0.2 | 0.2 |
| Marine (Life) Science | 0.5 | 0.6 | 0.4 | 0.7 | 0.5 | 0.4 | 0.2 | 0.7 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 |
| Microbiology or Bacteriology | 0.3 | 0.2 | 0.5 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.5 | 0.2 | 0.0 | 0.1 | 0.0 |
| Zoology | 0.5 | 0.3 | 0.6 | 0.4 | 0.3 | 0.4 | 0.2 | 0.4 | 0.7 | 0.1 | 0.2 | 0.2 | 0.3 |
| Other Biological Science | 1.0 | 0.6 | 1.5 | 0.6 | 0.6 | 0.8 | 0.5 | 0.5 | 1.6 | 1.2 | 0.5 | 0.6 | 0.3 |
| Business | | | | | | | | | | | | | |
| Accounting | 2.3 | 2.5 | 2.1 | 2.5 | 2.5 | 2.3 | 3.4 | 2.1 | 2.1 | 2.2 | 2.6 | 2.9 | 2.1 |
| Business Administration (general) | 3.0 | 3.0 | 3.0 | 2.7 | 3.3 | 3.2 | 3.2 | 3.4 | 3.0 | 3.2 | 2.1 | 2.2 | 2.0 |
| Finance | 1.8 | 1.3 | 2.4 | 1.0 | 1.6 | 1.9 | 2.4 | 0.9 | 1.9 | 4.5 | 1.4 | 1.2 | 1.9 |
| International Business | 1.3 | 1.1 | 1.4 | 0.9 | 1.4 | 1.8 | 1.5 | 0.9 | 1.2 | 2.1 | 0.7 | 0.5 | 1.0 |
| Marketing | 2.5 | 2.4 | 2.6 | 2.3 | 2.5 | 2.7 | 3.2 | 1.9 | 2.6 | 2.6 | 2.0 | 1.8 | 2.4 |
| Management | 3.1 | 3.5 | 2.6 | 3.5 | 3.5 | 3.6 | 3.7 | 3.3 | 2.6 | 2.5 | 4.0 | 4.1 | 3.9 |
| Secretarial Studies | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Business | 0.9 | 0.9 | 1.0 | 0.8 | 1.2 | 1.5 | 0.7 | 1.1 | 0.9 | 1.1 | 0.9 | 1.2 | 0.3 |
| Education | | | | | | | | | | | | | |
| Business Education | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.2 |
| Elementary Education | 2.6 | 3.7 | 1.4 | 3.7 | 3.6 | 2.8 | 3.5 | 4.5 | 1.6 | 1.0 | 3.0 | 3.5 | 2.0 |
| Music or Art Education | 0.5 | 0.7 | 0.3 | 0.6 | 0.7 | 0.3 | 0.2 | 1.3 | 0.3 | 0.1 | 0.5 | 0.8 | 0.1 |
| Physical Education or Recreation | 0.5 | 0.8 | 0.2 | 0.6 | 1.1 | 0.6 | 0.5 | 1.8 | 0.2 | 0.1 | 1.0 | 1.5 | 0.2 |
| Secondary Education | 1.5 | 2.1 | 0.9 | 2.1 | 2.1 | 1.4 | 2.1 | 2.7 | 0.9 | 0.7 | 1.1 | 1.3 | 0.8 |
| Special Education | 0.5 | 0.8 | 0.2 | 1.0 | 0.7 | 0.5 | 0.9 | 0.8 | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 |
| Other Education | 0.2 | 0.3 | 0.2 | 0.4 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.4 | 0.5 | 0.2 |
| Engineering | | | | | | | | | | | | | |
| Aeronautical or Astronautical Engineering | 0.9 | 0.5 | 1.2 | 0.8 | 0.1 | 0.2 | 0.1 | 0.1 | 1.4 | 0.4 | 0.1 | 0.1 | 0.2 |
| Civil Engineering | 1.4 | 1.0 | 1.7 | 1.4 | 0.5 | 0.4 | 1.2 | 0.3 | 1.8 | 1.3 | 1.7 | 2.3 | 0.4 |
| Chemical Engineering | 1.1 | 0.3 | 1.9 | 0.3 | 0.2 | 0.3 | 0.4 | 0.2 | 1.9 | 2.1 | 0.8 | 1.0 | 0.5 |
| Computer Engineering | 1.5 | 1.0 | 1.9 | 1.4 | 0.6 | 0.5 | 0.8 | 0.6 | 2.1 | 1.3 | 2.3 | 2.8 | 1.4 |
| Electrical or Electronic Engineering | 1.2 | 0.8 | 1.6 | 1.1 | 0.5 | 0.6 | 0.6 | 0.4 | 1.7 | 1.2 | 1.8 | 2.5 | 0.5 |
| Industrial Engineering | 0.3 | 0.1 | 0.5 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.6 | 0.2 | 0.6 | 0.8 | 0.1 |
| Mechanical Engineering | 3.2 | 2.1 | 4.3 | 2.8 | 1.2 | 1.6 | 1.2 | 0.9 | 4.6 | 3.0 | 3.2 | 4.6 | 0.7 |
| Other Engineering | 2.4 | 1.2 | 3.6 | 1.7 | 0.7 | 0.8 | 0.7 | 0.6 | 3.8 | 2.9 | 1.4 | 1.8 | 0.8 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Your probable field of study (continued): | | | | | | | | | | | | | |
| Physical Science | | | | | | | | | | | | | |
| Astronomy | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 |
| Atmospheric Science (incl. Meteorology) | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Chemistry | 1.3 | 1.2 | 1.4 | 1.0 | 1.4 | 1.3 | 1.4 | 1.4 | 1.3 | 1.6 | 1.5 | 0.6 | 3.1 |
| Earth Science | 0.2 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.0 |
| Marine Science (incl. Oceanography) | 0.2 | 0.2 | 0.1 | 0.3 | 0.2 | 0.2 | 0.0 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 |
| Mathematics | 0.9 | 0.8 | 1.0 | 0.7 | 0.9 | 1.1 | 0.7 | 0.8 | 0.9 | 1.4 | 0.3 | 0.2 | 0.5 |
| Physics | 0.7 | 0.6 | 0.8 | 0.5 | 0.6 | 0.7 | 0.4 | 0.5 | 0.7 | 1.0 | 0.2 | 0.1 | 0.4 |
| Other Physical Science | 0.2 | 0.2 | 0.3 | 0.2 | 0.3 | 0.3 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.0 |
| Professional | | | | | | | | | | | | | |
| Architecture or Urban Planning | 0.6 | 0.4 | 0.9 | 0.3 | 0.5 | 0.8 | 0.3 | 0.2 | 0.9 | 1.0 | 0.5 | 0.6 | 0.2 |
| Family & Consumer Sciences | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.5 | 0.7 | 0.0 |
| Health Technology (medical, dental, laboratory) | 0.6 | 0.6 | 0.5 | 0.7 | 0.5 | 0.5 | 0.6 | 0.5 | 0.5 | 0.4 | 0.6 | 0.4 | 0.9 |
| Library or Archival Science | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.5 |
| Medicine, Dentistry, Veterinary Medicine | 3.9 | 3.1 | 4.8 | 2.1 | 4.3 | 3.8 | 5.1 | 4.4 | 4.6 | 5.2 | 3.3 | 1.8 | 6.0 |
| Nursing | 4.7 | 6.0 | 3.3 | 7.2 | 4.6 | 3.0 | 8.1 | 4.3 | 3.3 | 3.1 | 9.2 | 12.1 | 4.1 |
| Pharmacy | 1.4 | 1.2 | 1.7 | 0.8 | 1.6 | 1.9 | 1.9 | 1.1 | 1.6 | 2.4 | 1.9 | 0.4 | 4.5 |
| Therapy (occupational, physical, speech) | 2.7 | 3.1 | 2.3 | 2.6 | 3.5 | 3.0 | 4.2 | 3.7 | 2.4 | 1.7 | 3.1 | 3.7 | 1.9 |
| Other Professional | 0.8 | 0.8 | 0.7 | 0.7 | 1.0 | 1.0 | 1.4 | 0.9 | 0.6 | 1.1 | 0.7 | 0.5 | 1.1 |
| Social Science | | | | | | | | | | | | | |
| Anthropology | 0.6 | 0.5 | 0.6 | 0.6 | 0.4 | 0.6 | 0.2 | 0.4 | 0.6 | 0.5 | 0.1 | 0.0 | 0.2 |
| Economics | 0.8 | 0.6 | 1.1 | 0.3 | 1.0 | 1.8 | 0.3 | 0.5 | 0.8 | 2.2 | 0.3 | 0.0 | 0.8 |
| Ethnic Studies | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Geography | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Political Science (gov't., international relations) | 2.9 | 2.6 | 3.2 | 2.1 | 3.1 | 3.8 | 2.7 | 2.5 | 3.0 | 4.2 | 3.0 | 2.1 | 4.5 |
| Psychology | 5.4 | 6.1 | 4.6 | 6.4 | 5.8 | 5.6 | 5.9 | 6.0 | 4.7 | 4.3 | 5.9 | 4.3 | 8.8 |
| Public Policy | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.2 | 0.0 | 0.1 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 |
| Social Work | 0.8 | 1.0 | 0.5 | 1.2 | 0.8 | 0.5 | 0.7 | 1.2 | 0.5 | 0.2 | 2.2 | 2.5 | 1.8 |
| Sociology | 0.9 | 1.1 | 0.7 | 1.3 | 0.8 | 0.8 | 0.7 | 0.7 | 0.7 | 0.5 | 0.8 | 0.6 | 1.1 |
| Women's Studies | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Social Science | 0.5 | 0.5 | 0.5 | 0.6 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.4 |
| Technical | | | | | | | | | | | | | |
| Building Trades | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Data Processing or Computer Programming | 0.6 | 0.6 | 0.6 | 0.7 | 0.5 | 0.5 | 0.2 | 0.6 | 0.6 | 0.7 | 0.7 | 0.9 | 0.4 |
| Drafting or Design | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 | 0.4 | 0.2 | 0.3 | 0.2 | 0.1 | 0.4 | 0.6 | 0.1 |
| Electronics | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.3 | 0.4 | 0.1 |
| Mechanics | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 |
| Other Technical | 0.1 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.3 | 0.5 | 0.0 |
| Other Fields | | | | | | | | | | | | | |
| Agriculture | 0.4 | 0.1 | 0.7 | 0.1 | 0.1 | 0.0 | 0.0 | 0.3 | 0.9 | 0.0 | 0.7 | 1.1 | 0.0 |
| Communications | 1.6 | 1.9 | 1.3 | 1.6 | 2.1 | 2.3 | 2.3 | 1.8 | 1.2 | 2.1 | 2.1 | 2.0 | 2.2 |
| Computer Science | 1.1 | 1.0 | 1.2 | 1.3 | 0.8 | 0.7 | 0.9 | 0.8 | 1.2 | 1.4 | 1.7 | 1.9 | 1.3 |
| Forestry | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.0 | 0.3 | 0.4 | 0.0 |
| Kinesiology | 0.9 | 1.0 | 0.8 | 1.5 | 0.5 | 0.4 | 0.4 | 0.6 | 0.9 | 0.3 | 0.2 | 0.1 | 0.3 |
| Law Enforcement | 1.6 | 2.6 | 0.7 | 2.9 | 2.2 | 2.0 | 1.6 | 2.6 | 0.7 | 0.7 | 2.8 | 3.2 | 2.0 |
| Military Science | 0.1 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Field | 1.4 | 1.8 | 1.1 | 1.9 | 1.6 | 1.6 | 0.8 | 1.9 | 1.1 | 1.1 | 1.5 | 1.6 | 1.2 |
| Undecided | 6.4 | 6.7 | 6.2 | 7.1 | 6.2 | 6.7 | 6.3 | 5.7 | 6.4 | 5.3 | 2.8 | 2.9 | 2.6 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Objectives considered to be "Essential" or "Very Important": | | | | | | | | | | | | | |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 15.6 | 17.4 | 13.7 | 17.2 | 17.5 | 16.9 | 14.2 | 19.8 | 13.1 | 16.5 | 24.0 | 24.1 | 24.0 |
| Becoming an authority in my field | 58.3 | 58.3 | 58.3 | 57.7 | 59.1 | 59.4 | 60.4 | 58.1 | 57.4 | 62.1 | 74.9 | 73.6 | 77.1 |
| Obtaining recognition from my colleagues for contributions to my special field | 55.5 | 55.3 | 55.8 | 55.3 | 55.3 | 56.4 | 58.0 | 52.8 | 55.2 | 58.0 | 68.1 | 67.8 | 68.6 |
| Influencing the political structure | 19.8 | 20.7 | 18.8 | 20.8 | 20.6 | 21.3 | 20.5 | 20.0 | 18.4 | 20.6 | 33.1 | 32.6 | 34.0 |
| Influencing social values | 41.8 | 44.1 | 39.3 | 43.1 | 45.4 | 44.8 | 46.3 | 45.4 | 38.4 | 43.2 | 57.4 | 56.1 | 59.8 |
| Raising a family | 72.9 | 73.3 | 72.5 | 71.4 | 75.4 | 73.1 | 79.8 | 75.5 | 72.3 | 73.6 | 74.8 | 74.0 | 76.1 |
| Being very well off financially | 79.6 | 80.0 | 79.1 | 82.5 | 77.3 | 77.4 | 82.6 | 74.4 | 79.6 | 76.8 | 90.7 | 90.2 | 91.6 |
| Helping others who are in difficulty | 69.7 | 70.5 | 68.8 | 68.6 | 72.6 | 71.0 | 76.0 | 72.5 | 68.0 | 71.9 | 79.7 | 77.2 | 84.1 |
| Making a theoretical contribution to science | 23.7 | 21.1 | 26.4 | 20.9 | 21.3 | 22.0 | 23.4 | 19.6 | 26.6 | 25.8 | 31.0 | 29.3 | 34.0 |
| Writing original works (poems, novels, etc.) | 15.0 | 16.5 | 13.4 | 16.1 | 16.9 | 17.2 | 13.9 | 18.1 | 13.0 | 15.5 | 23.4 | 22.8 | 24.3 |
| Creating artistic works (painting, sculpture, etc.) | 14.0 | 15.6 | 12.3 | 15.8 | 15.4 | 16.8 | 12.2 | 15.5 | 11.9 | 14.2 | 18.5 | 19.4 | 16.9 |
| Becoming successful in a business of my own | 41.1 | 42.2 | 40.0 | 42.4 | 42.0 | 43.2 | 43.4 | 40.1 | 39.6 | 41.5 | 63.7 | 63.5 | 64.0 |
| Becoming involved in programs to clean up the environment | 26.3 | 26.1 | 26.4 | 25.8 | 26.5 | 27.8 | 26.5 | 25.3 | 26.5 | 25.8 | 38.8 | 38.4 | 39.7 |
| Developing a meaningful philosophy of life | 46.8 | 46.2 | 47.5 | 44.2 | 48.4 | 48.8 | 48.4 | 47.9 | 46.3 | 52.1 | 57.0 | 55.7 | 59.3 |
| Participating in a community action program | 30.3 | 30.3 | 30.2 | 28.0 | 32.9 | 32.3 | 35.9 | 32.1 | 29.0 | 35.0 | 47.1 | 44.4 | 51.8 |
| Helping to promote racial understanding | 33.5 | 34.8 | 32.1 | 34.1 | 35.6 | 36.1 | 36.7 | 34.5 | 31.2 | 35.8 | 55.0 | 52.1 | 60.2 |
| Keeping up to date with political affairs | 32.8 | 31.1 | 34.7 | 29.5 | 32.8 | 35.3 | 33.0 | 30.3 | 33.5 | 40.0 | 40.1 | 37.8 | 44.1 |
| Becoming a community leader | 37.6 | 37.5 | 37.7 | 36.2 | 39.0 | 38.6 | 41.1 | 38.2 | 36.9 | 41.0 | 54.2 | 51.9 | 58.2 |
| Improving my understanding of other countries and cultures | 49.9 | 48.4 | 51.4 | 45.8 | 51.4 | 53.5 | 50.8 | 49.6 | 49.6 | 59.0 | 57.6 | 54.5 | 63.2 |
| Adopting "green" practices to protect the environment | 40.8 | 38.9 | 43.0 | 37.9 | 40.0 | 43.4 | 40.5 | 36.4 | 42.6 | 44.3 | 44.6 | 43.6 | 46.4 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|---|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| Student estimates "Very Good Chance" that they will: | | | | | | | | | | | | | |
| Change major field | 13.6 | 12.7 | 14.5 | 13.7 | 11.5 | 12.9 | 11.0 | 10.5 | 14.8 | 13.5 | 9.0 | 8.9 | 9.1 |
| Change career choice | 12.6 | 11.4 | 14.0 | 10.9 | 11.9 | 13.8 | 10.7 | 10.6 | 13.9 | 14.3 | 6.8 | 6.6 | 7.2 |
| Participate in student government | 6.8 | 6.8 | 6.7 | 6.4 | 7.4 | 7.5 | 8.4 | 6.7 | 6.3 | 8.3 | 15.2 | 13.5 | 18.3 |
| Get a job to help pay for college expenses | 49.1 | 50.3 | 47.7 | 51.6 | 49.0 | 47.8 | 51.6 | 48.8 | 48.2 | 45.5 | 44.7 | 43.4 | 46.9 |
| Work full-time while attending college | 6.9 | 8.2 | 5.5 | 10.2 | 6.1 | 6.0 | 5.8 | 6.3 | 5.8 | 4.5 | 10.8 | 11.4 | 9.8 |
| Join a social fraternity or sorority | 12.4 | 11.5 | 13.3 | 11.9 | 11.0 | 10.5 | 9.9 | 12.0 | 13.5 | 12.6 | 33.8 | 32.4 | 36.4 |
| Play club, intramural, or recreational sports | 32.5 | 30.1 | 35.0 | 27.4 | 33.1 | 31.7 | 37.0 | 32.7 | 35.0 | 35.3 | 23.8 | 23.8 | 23.9 |
| Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored) | 13.2 | 18.9 | 7.0 | 13.3 | 25.0 | 22.3 | 20.8 | 29.8 | 6.5 | 9.2 | 18.9 | 20.1 | 16.9 |
| Make at least a "B" average | 67.5 | 66.2 | 68.8 | 62.4 | 70.4 | 70.9 | 74.4 | 67.9 | 67.3 | 74.9 | 71.6 | 68.6 | 76.7 |
| Need extra time to complete your degree requirements | 6.2 | 7.1 | 5.3 | 8.1 | 6.0 | 5.4 | 5.9 | 6.6 | 5.5 | 4.0 | 10.5 | 11.1 | 9.5 |
| Participate in student protests or demonstrations | 6.0 | 6.1 | 5.8 | 5.9 | 6.4 | 7.4 | 5.8 | 5.8 | 5.6 | 6.3 | 11.4 | 9.4 | 14.8 |
| Transfer to another college before graduating | 6.1 | 7.9 | 4.2 | 9.5 | 6.3 | 5.5 | 4.2 | 8.0 | 4.5 | 3.0 | 11.2 | 11.7 | 10.3 |
| Be satisfied with your college | 58.2 | 54.9 | 61.7 | 50.1 | 60.2 | 61.4 | 63.7 | 57.3 | 60.4 | 67.0 | 52.7 | 50.0 | 57.4 |
| Participate in volunteer or community service work | 33.9 | 31.7 | 36.4 | 25.9 | 38.0 | 36.7 | 42.5 | 37.1 | 34.2 | 45.4 | 45.8 | 41.6 | 53.2 |
| Seek personal counseling | 9.9 | 10.4 | 9.3 | 11.4 | 9.4 | 9.6 | 9.5 | 9.2 | 9.3 | 9.2 | 15.8 | 15.5 | 16.4 |
| Communicate regularly with your professors | 39.6 | 40.3 | 38.7 | 35.7 | 45.4 | 47.1 | 47.8 | 42.6 | 36.9 | 46.3 | 44.4 | 39.1 | 53.8 |
| Socialize with someone of another racial/ethnic group | 65.7 | 63.4 | 68.3 | 59.9 | 67.2 | 68.0 | 69.6 | 65.2 | 66.5 | 75.6 | 59.6 | 56.1 | 65.8 |
| Participate in student clubs/groups | 49.5 | 45.0 | 54.3 | 40.9 | 49.5 | 51.9 | 53.7 | 45.0 | 52.3 | 62.7 | 47.7 | 44.0 | 54.2 |
| Participate in a study abroad program | 33.4 | 30.4 | 36.6 | 23.7 | 37.8 | 41.3 | 38.5 | 34.1 | 34.4 | 45.7 | 31.6 | 27.7 | 38.6 |
| Have a roommate of different race/ethnicity | 29.5 | 28.2 | 31.0 | 26.6 | 29.9 | 32.1 | 27.3 | 29.1 | 28.4 | 41.6 | 22.1 | 22.7 | 20.9 |
| Discuss course content with students outside of class | 48.8 | 44.6 | 53.4 | 39.6 | 50.0 | 52.2 | 52.4 | 46.6 | 51.3 | 61.9 | 41.9 | 39.2 | 46.7 |
| Work on a professor's research project | 30.7 | 31.7 | 29.6 | 30.8 | 32.6 | 33.4 | 34.0 | 31.2 | 28.7 | 33.3 | 45.1 | 44.3 | 46.7 |
| Take courses from more than one college simultaneously | 6.9 | 7.2 | 6.6 | 7.5 | 6.9 | 7.8 | 6.9 | 6.1 | 6.3 | 7.6 | 12.2 | 11.1 | 14.2 |

2011 CIRP Freshman Survey
Weighted National Norms—All Respondents

| | All Bacc Institutions | Baccalaureate Institutions | | 4-year Colleges | | | | | Universities | | Black Colleges and Universities | | |
|--|--------------------------|-------------------------------|--------------|-----------------|---------|--------|----------|-----------|--------------|---------|------------------------------------|--------|---------|
| | | 4-yr Coll | Universities | Public | Private | Nonsec | Catholic | Oth Relig | Public | Private | All HBCU | Public | Private |
| CIRP Construct: Habits of Mind | | | | | | | | | | | | | |
| High Construct Score Group | 27.0 | 24.9 | 29.2 | 23.2 | 27.0 | 29.4 | 27.8 | 24.1 | 27.7 | 36.3 | 29.1 | 27.4 | 32.1 |
| Average Construct Score Group | 43.7 | 42.8 | 44.8 | 42.8 | 42.7 | 42.3 | 43.4 | 42.8 | 45.1 | 43.2 | 39.9 | 38.9 | 41.5 |
| Low Construct Score Group | 29.3 | 32.3 | 26.0 | 34.0 | 30.3 | 28.3 | 28.8 | 33.1 | 27.2 | 20.5 | 31.0 | 33.6 | 26.3 |
| Mean Score | 49.69 | 49.06 | 50.36 | 48.63 | 49.58 | 50.12 | 49.95 | 48.85 | 50.02 | 51.89 | 49.76 | 49.33 | 50.51 |
| CIRP Construct: Academic Self-Concept | | | | | | | | | | | | | |
| High Construct Score Group | 23.0 | 17.2 | 29.2 | 15.1 | 19.8 | 20.9 | 20.0 | 18.7 | 27.3 | 37.9 | 23.3 | 21.9 | 26.0 |
| Average Construct Score Group | 47.0 | 44.9 | 49.3 | 43.8 | 46.2 | 46.9 | 46.9 | 45.2 | 49.9 | 46.4 | 41.7 | 40.3 | 44.1 |
| Low Construct Score Group | 30.0 | 37.9 | 21.5 | 41.1 | 34.0 | 32.2 | 33.1 | 36.1 | 22.8 | 15.7 | 35.0 | 37.8 | 29.9 |
| Mean Score | 49.24 | 47.63 | 50.98 | 47.03 | 48.36 | 48.65 | 48.53 | 47.99 | 50.57 | 52.78 | 49.32 | 48.86 | 50.14 |
| CIRP Construct: Social Self-Concept | | | | | | | | | | | | | |
| High Construct Score Group | 27.0 | 26.3 | 27.7 | 25.2 | 27.7 | 27.0 | 29.0 | 27.7 | 26.9 | 31.3 | 42.1 | 40.8 | 44.4 |
| Average Construct Score Group | 39.8 | 39.1 | 40.5 | 38.7 | 39.4 | 39.9 | 39.8 | 38.8 | 40.7 | 39.8 | 36.7 | 37.2 | 35.7 |
| Low Construct Score Group | 33.3 | 34.6 | 31.7 | 36.1 | 32.9 | 33.1 | 31.2 | 33.5 | 32.4 | 28.9 | 21.2 | 22.0 | 19.9 |
| Mean Score | 49.29 | 49.07 | 49.52 | 48.76 | 49.45 | 49.36 | 49.88 | 49.32 | 49.34 | 50.31 | 52.68 | 52.43 | 53.13 |
| CIRP Construct: Pluralistic Orientation | | | | | | | | | | | | | |
| High Construct Score Group | 26.8 | 25.3 | 28.5 | 25.1 | 25.6 | 27.3 | 25.3 | 24.0 | 27.6 | 32.6 | 30.7 | 28.4 | 34.8 |
| Average Construct Score Group | 45.0 | 44.0 | 46.1 | 43.8 | 44.1 | 44.3 | 44.9 | 43.6 | 46.2 | 45.6 | 39.9 | 39.9 | 40.0 |
| Low Construct Score Group | 28.2 | 30.7 | 25.4 | 31.0 | 30.3 | 28.4 | 29.8 | 32.4 | 26.2 | 21.9 | 29.4 | 31.7 | 25.2 |
| Mean Score | 49.80 | 49.30 | 50.33 | 49.27 | 49.34 | 49.84 | 49.43 | 48.80 | 50.10 | 51.34 | 50.21 | 49.64 | 51.21 |
| CIRP Construct: Social Agency | | | | | | | | | | | | | |
| High Construct Score Group | 24.8 | 25.5 | 24.0 | 23.8 | 27.3 | 27.4 | 29.3 | 26.4 | 22.9 | 28.7 | 44.5 | 41.4 | 49.9 |
| Average Construct Score Group | 43.1 | 42.8 | 43.4 | 42.4 | 43.1 | 42.5 | 44.1 | 43.2 | 43.5 | 43.4 | 38.0 | 38.7 | 36.7 |
| Low Construct Score Group | 32.2 | 31.8 | 32.6 | 33.8 | 29.5 | 30.1 | 26.6 | 30.4 | 33.7 | 27.9 | 17.5 | 19.9 | 13.4 |
| Mean Score | 48.98 | 49.14 | 48.81 | 48.65 | 49.68 | 49.59 | 50.30 | 49.45 | 48.52 | 50.07 | 53.65 | 52.91 | 54.97 |
| CIRP Construct: College Reputation Orientation | | | | | | | | | | | | | |
| High Construct Score Group | 26.7 | 23.3 | 30.3 | 18.2 | 29.1 | 30.8 | 35.0 | 24.5 | 28.5 | 38.2 | 28.9 | 18.9 | 46.4 |
| Average Construct Score Group | 40.5 | 40.6 | 40.5 | 40.2 | 41.0 | 41.2 | 41.2 | 40.6 | 40.3 | 41.7 | 38.5 | 42.4 | 31.6 |
| Low Construct Score Group | 32.8 | 36.2 | 29.2 | 41.6 | 30.0 | 28.0 | 23.8 | 34.9 | 31.3 | 20.0 | 32.6 | 38.7 | 22.0 |
| Mean Score | 48.47 | 47.84 | 49.15 | 46.86 | 48.95 | 49.31 | 50.22 | 47.97 | 48.78 | 50.75 | 48.57 | 47.20 | 50.98 |
| CIRP Construct: Likelihood of College Involvement | | | | | | | | | | | | | |
| High Construct Score Group | 27.1 | 24.1 | 30.3 | 18.8 | 30.0 | 31.6 | 33.9 | 26.6 | 27.8 | 40.7 | 32.2 | 27.7 | 40.3 |
| Average Construct Score Group | 44.4 | 43.6 | 45.2 | 44.5 | 42.7 | 42.9 | 42.2 | 42.7 | 46.0 | 42.2 | 39.2 | 40.4 | 37.1 |
| Low Construct Score Group | 28.5 | 32.2 | 24.5 | 36.7 | 27.3 | 25.5 | 23.9 | 30.7 | 26.2 | 17.1 | 28.5 | 31.9 | 22.6 |
| Mean Score | 49.30 | 48.49 | 50.17 | 47.42 | 49.69 | 50.06 | 50.60 | 48.88 | 49.71 | 52.11 | 49.61 | 48.68 | 51.27 |

Note: CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents students who scored one-half standard deviation or more below the mean (less than 45). "Average" represents students who scored within one-half standard deviation of the mean (45 to 55). "High" represents students who scored one-half standard deviation or more above the mean (higher than 55).

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

The data reported here have been weighted to provide a normative picture of the American college first-year student population for persons engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling, as well as for the general community of students and parents. This Appendix provides a brief overview of the CIRP methodology and describes the procedures used to weight the annual freshman survey results to produce the national normative estimates.

Historical Overview

From 1966 to 1970, approximately 15 percent of the nation's institutions of higher education were selected by sampling procedures and invited to participate in the program. As the academic community became aware of the value of program participation, additional institutions asked to participate. Beginning in 1971, all institutions that have entering first-year classes and that respond to the U.S. Department of Education's Higher Education General Information Survey were invited to participate. A minimal charge plus a unit rate based on the number of forms processed helps to defray the direct costs of the survey.

The National Population for 2011

For the purposes of the 2011 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2011, the national population included 1,580 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

The institutions identified as part of the national population are divided into 26 stratification groups based on type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), institutional race (predominantly non-black, predominantly black), and the “selectivity level” of the institution. Selectivity, defined as the median SAT Verbal and Math scores of the entering class (or ACT composite score), was made an integral part of the stratification design in 1968. Table A1 shows the distribution of institutions across the stratification cells. The dividing lines between low, medium and high selectivity levels are different for different types of institutions and should not be used as a measure of institutional or program quality.

A comprehensive restratification of the national population was undertaken in 2008 and is annually updated, reviewing not only institutions’ selectivity scores, but also their control and religious affiliation (if any) as reported to IPEDS. In 2011, “university” is defined by 2010 Basic Carnegie Classification as “research universities” or “doctoral/research universities.” Appendix C lists the current stratification cell assignment of institutions that participated in the 2011 CIRP Freshman Survey.

Having defined the population in terms of the stratification cell scheme, the IPEDS file is used to compute the male and female first-time, full-time (FTFT) population in each cell. These population counts form the target counts of the weighting procedure.

Identifying the Norms Sample

Generally speaking, an institution is included in the national norms sample if it provided a representative sample of its FTFT population. The minimum percentage required of a sample is 65 percent. Institutions whose sample proportions were less than but close to these cutoffs are included if the method used to administer the survey showed no systematic biases in first-year class coverage.

Information about the FTFT population and the method of survey administration is obtained from participating institutions at the time they return their completed surveys. In the event an institution did not return FTFT information, counts from the most recent IPEDS survey are used. This procedure, although not optimal, is adequate unless the institution experienced a substantial change in its FTFT population since the last IPEDS survey.

The 2011 Data

Although 267,984 respondents at 396 colleges and universities returned their forms in time for their data to be included in the 2011 norms, the normative data presented here are based on responses from 203,967 FTFT freshmen entering 270 baccalaureate institutions.

The normative data presented here were collected by administering the 2011 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students’ high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes.

Table A1. 2011 CIRP Freshman Survey National Norms Sample and Population

| Institution Type | Strat Cell | Selectivity | | Institutions | | | First-time, Full-time Freshmen | | | | Cell Weights | |
|--------------------------------------|------------|-------------|---------------|--------------|--------|--------------|--------------------------------|-----------|-------|-------|--------------|-------|
| | | Level | Average Score | Population | Survey | Norms Sample | Unweighted Number | Weighted | | | Men | Women |
| | | | | | | | | Number | Men | Women | | |
| Public Universities | 1 | low | 800–1079 | 64 | 9 | 7 | 17,478 | 163,428 | 46.2% | 53.8% | 7.18 | 7.20 |
| | 2 | medium | 1080–1189 | 54 | 10 | 6 | 15,382 | 178,896 | 48.9% | 51.1% | 9.32 | 9.33 |
| | 3 | high | 1190–1600 | 46 | 13 | 9 | 29,416 | 244,184 | 48.2% | 51.8% | 5.63 | 5.64 |
| Private Universities | 4 | medium | 800–1184 | 35 | 11 | 8 | 6,942 | 31,452 | 41.7% | 58.3% | 3.24 | 3.44 |
| | 5 | high | 1185–1339 | 31 | 15 | 7 | 9,861 | 52,050 | 47.8% | 52.2% | 4.07 | 4.09 |
| | 6 | very high | 1340–1600 | 29 | 12 | 8 | 12,188 | 49,631 | 48.6% | 51.4% | 3.28 | 3.35 |
| Public 4-year Colleges | 7,10 | low | 800–984 | 115 | 9 | 7 | 9,961 | 103,422 | 43.7% | 56.3% | 9.13 | 8.75 |
| | 8 | medium | 985–1034 | 128 | 16 | 6 | 6,742 | 193,907 | 45.8% | 54.2% | 17.64 | 17.42 |
| | 9 | high | 1035–1600 | 99 | 22 | 18 | 16,423 | 125,114 | 46.5% | 53.5% | 5.73 | 7.12 |
| Private Nonsectarian 4-year Colleges | 11,15 | low | 800–989 | 107 | 17 | 12 | 3,752 | 27,700 | 45.0% | 55.0% | 6.00 | 6.21 |
| | 12 | medium | 990–1069 | 72 | 20 | 14 | 5,331 | 27,921 | 40.7% | 59.3% | 4.89 | 3.99 |
| | 13 | high | 1070–1189 | 76 | 23 | 18 | 9,478 | 38,614 | 45.0% | 55.0% | 3.58 | 3.29 |
| Catholic 4-year Colleges | 14 | very high | 1190–1600 | 78 | 49 | 34 | 15,188 | 41,535 | 44.4% | 55.6% | 2.26 | 2.37 |
| | 16,19 | low | 800–994 | 60 | 16 | 11 | 2,795 | 15,722 | 32.1% | 67.9% | 4.21 | 4.58 |
| | 17 | medium | 995–1084 | 42 | 11 | 10 | 4,398 | 17,623 | 40.7% | 59.3% | 4.19 | 3.22 |
| Other Religious 4-year Colleges | 18 | high | 1085–1600 | 46 | 20 | 14 | 8,900 | 32,303 | 42.9% | 57.1% | 3.02 | 3.09 |
| | 20,24 | very low | 800–999 | 141 | 8 | 5 | 1,528 | 30,649 | 50.6% | 49.4% | 14.95 | 17.99 |
| | 21 | low | 1000–1039 | 78 | 19 | 15 | 4,170 | 20,386 | 45.3% | 54.7% | 4.04 | 3.84 |
| Predominantly Black Colleges | 22 | medium | 1040–1109 | 90 | 25 | 21 | 5,428 | 31,871 | 42.0% | 58.0% | 5.06 | 5.47 |
| | 23 | high | 1110–1600 | 106 | 37 | 28 | 13,132 | 54,583 | 43.4% | 56.6% | 3.45 | 3.48 |
| | 34,40 | public | — | 39 | 9 | 5 | 3,042 | 32,932 | 42.2% | 57.8% | 6.34 | 7.17 |
| All Institutions | 35,38 | private | — | 44 | 10 | 7 | 2,432 | 18,541 | 41.5% | 58.5% | 6.47 | 5.19 |
| | 39,41 | | | | | | | | | | | |
| | | | | 1,580 | 381 | 270 | 203,967 | 1,532,464 | 45.9% | 54.1% | | |

Note:

–The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).

–Universities are those institutions defined by 2010 Basic Carnegie Classification as “Research Universities” or “Doctoral/Research Universities.”

–Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.

–Cell Weights are the ratio between the number of first-time, full-time freshmen enrolled in all colleges and the number of first-time, full-time freshmen enrolled in the norms sample colleges. In the above table, strat cell 3 and 8 weights are for non-Asian respondents. The cell weight for Asian men and women respondents in strat cell 3 is 4.39 and 4.22, respectively, and in strat cell 8 is 10.63 and 11.72, respectively.

–Two-year colleges are not included in the norms sample.

In addition to standard biographic and demographic items that have been administered annually to each entering class, the survey also contains other research-oriented items that may have been modified from previous years. The inclusion of modified items permits a more thorough coverage of student characteristics but also represents a compromise between two mutually exclusive objectives: (1) comparability of information from year to year which is required for assessing trends; and (2) flexibility in item content to meet changing information and research needs.

The survey, reproduced as Appendix B, has been developed in collaboration with students, professional associations, participating institutions, government agencies, educational researchers, administrators, policy makers, and members of the CIRP Advisory Committee. The survey content is reviewed annually by the research directors at the Higher Education Research Institute (HERI) at UCLA with the assistance of the CIRP Advisory Committee as well as others interested in the annual freshman survey program.

First-time, full-time freshmen enrolled at institutions meeting minimal quality requirements for inclusion in the norms were differentially weighted to represent the national FTFT population. Part-time students and those who are not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample.

Weighting the Sample

Those institutions identified as being part of the norms sample are weighted by a two-step procedure. The first weight is designed to adjust for

response bias within institutions. Counts of the male and female FTFT population for each institution are divided by that institution's male and female FTFT respondent count. The resulting weights, when applied to each respondent, bring the male and female respondent counts up to the corresponding counts for the population at that institution.

The second weight is designed to compensate for nonparticipating institutions within each stratification cell. The weighted male and female counts for all participating institutions in each stratification cell are first summed, and then are divided into the national male and female FTFT counts for all institutions in that stratification cell, producing a second set of cell weights. In 2011, the second cell weight for stratification cells Public University-high selectivity and Public 4-year Colleges-medium selectivity also compensated for an unrepresentatively large pool of Asian students in these cells (see Table A1).

The final weight is simply the product of the first and second weights. Weighting each response in the norms sample using the final weight brings the male and female counts up to the national number of first-time, full-time freshmen in each stratification cell (see Table A1).

The weighted data are combined separately to form various comparison groups. Comparison groups are hierarchically organized, allowing participating institutions to compare their results by type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), and selectivity level.

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. Computing an individual's construct score in IRT involves deriving a maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2). A respondent's construct score is thus

not a simple arithmetic mean or weighted sum, but rather the estimated score that is most likely, given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten. The low, average, and high construct score group percentages and the mean for the construct are reported here. Low scores represent students who are one-half standard deviation below the mean. Average scores represent students whose scores are within one-half standard deviation of the mean. High scores represent students who are one-half standard deviation or more above the mean. Please visit HERI's website for more detailed information about CIRP Constructs.

Table A2. List of CIRP Freshman Survey Constructs
(including survey items and estimation 'weights')

| | | |
|--|--|---|
| <p>Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.</p> <p>How often in the past year did you:</p> <ul style="list-style-type: none"> • Seek solutions to problems and explain them to others (1.99) • Support your opinions with a logical argument (1.74) • Seek alternative solutions to a problem (1.61) • Evaluate the quality or reliability of information you received (1.58) • Explore topics on your own, even though it was not required for a class (1.27) • Seek feedback on your academic work (1.24) | | <ul style="list-style-type: none"> • Ask questions in class (1.20) • Look up scientific research articles and resources (1.05) • Revise your papers to improve your writing (1.04) • Take a risk because you felt you had more to gain (1.03) • Accept mistakes as part of the learning process (0.95) |
| <p>Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Academic ability (3.52) • Mathematical ability (1.32) | | <ul style="list-style-type: none"> • Self-confidence—intellectual (1.22) • Drive to achieve (0.95) |
| <p>Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Self-confidence—social (2.33) • Leadership ability (1.96) | | <ul style="list-style-type: none"> • Popularity (1.92) • Public speaking ability (1.68) |
| <p>Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Ability to work cooperatively with diverse people (2.39) • Tolerance of others with different beliefs (2.35) • Openness to having my views challenged (2.13) | | <ul style="list-style-type: none"> • Ability to discuss and negotiate controversial issues (2.03) • Ability to see the world from someone else's perspective (1.78) |
| <p>Social Agency measures the extent to which students' value political and social involvement as a personal goal.</p> <p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Participating in a community action program (2.42) • Helping to promote racial understanding (2.05) • Becoming a community leader (2.01) | | <ul style="list-style-type: none"> • Influencing social values (1.58) • Helping others who are in difficulty (1.36) • Keeping up to date with political affairs (1.35) |
| <p>College Reputation Orientation measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.</p> <p>How important was each reason in your decision to come here?</p> <ul style="list-style-type: none"> • This college's graduates get good jobs (6.11) • This college's graduates gain admission to top graduate/professional schools (2.50) | | <ul style="list-style-type: none"> • This college has a very good academic reputation (1.54) |
| <p>Likelihood of College Involvement is a unified measure of students' expectations about their involvement in college life generally.</p> <p>What is your best guess as to the chances that you will:</p> <ul style="list-style-type: none"> • Participate in student clubs/groups (3.25) • Participate in a volunteer or community service work (1.58) • Socialize with someone of another racial/ethnic group (1.28) | | <ul style="list-style-type: none"> • Participate in a study abroad program (1.24) • Participate in student government (0.96) |

APPENDIX B

The 2011 CIRP Freshman Survey Instrument

2011 CIRP FRESHMAN SURVEY



PLEASE PRINT IN ALL CAPS YOUR NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST MI LAST
 ADDRESS:
 CITY: STATE: ZIP: PHONE:
 STUDENT ID# (as instructed): EMAIL (print letters carefully):

When were you born?

Month (01-12) Day (01-31) Year

SERIAL #

MARKING DIRECTIONS

- Use a black or blue pen.
- Fill in your response completely. Mark out any answers you wish to change with an "X".

CORRECT MARK **INCORRECT MARKS**

Group Code A B

1. Your sex: ☐ Male ☐ Female

2. How old will you be on December 31 of this year? (Mark one)

16 or younger ☐ 21-24 ☐

17..... ☐ 25-29 ☐

18..... ☐ 30-39 ☐

19..... ☐ 40-54 ☐

20..... ☐ 55 or older. ☐

3. Is English your native language?
☐ Yes ☐ No

4. In what year did you graduate from high school? (Mark one)

2011..... ☐ Did not graduate but
 2010..... ☐ passed G.E.D. test. ☐

2009..... ☐ Never completed
 2008 or earlier ☐ high school..... ☐

5. Are you enrolled (or enrolling) as a:
 (Mark one) Full-time student?..... ☐
 Part-time student?..... ☐

6. How many miles is this college from your permanent home? (Mark one)

5 or less ☐ 11-50 ☐ 101-500 ☐

6-10 ☐ 51-100 ☐ Over 500 ☐

7. What was your average grade in high school? (Mark one)

A or A+ ☐ B ☐ C ☐

A- ☐ B- ☐ D ☐

B+ ☐ C+ ☐

8. What were your scores on the SAT I and/or ACT?

SAT Critical Reading.....

SAT Mathematics.....

SAT Writing.....

ACT Composite.....

9. From what kind of high school did you graduate? (Mark one)

☐ Public school (not charter or magnet)

☐ Public charter school

☐ Public magnet school

☐ Private religious/parochial school

☐ Private independent college-prep school

☐ Home school

10. Prior to this term, have you ever taken courses for credit at this institution?
☐ Yes ☐ No

11. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
☐ Yes ☐ No

12. Where do you plan to live during the fall term? (Mark one)

With my family or other relatives..... ☐

Other private home, apartment, or room. ☐

College residence hall..... ☐

Fraternity or sorority house..... ☐

Other campus student housing..... ☐

Other..... ☐

13. To how many colleges other than this one did you apply for admission this year?

None ☐ 1 ☐ 4 ☐ 7-10 ☐

☐ 2 ☐ 5 ☐ 11 or more ☐

☐ 3 ☐ 6 ☐

14. Were you accepted by your first choice college?
☐ Yes ☐ No

15. Is this college your: (Mark one)

First choice?..... ☐ Less than third
 Second choice?..... ☐ choice?..... ☐

Third choice?..... ☐

16. Citizenship status:

☐ U.S. citizen

☐ Permanent resident (green card)

☐ Neither

17. Military Status: (Mark one)

☐ None

☐ ROTC, cadet, or midshipman at a service academy

☐ In Active Duty, Reserves, or National Guard

☐ A discharged veteran NOT serving in Active Duty, Reserves, or National Guard

18. Are your parents: (Mark one)

Both alive and living with each other?... ☐

Both alive, divorced or living apart?..... ☐

One or both deceased?..... ☐

19. Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English..... ☐ Had ☐ Will Need

Reading..... ☐

Mathematics..... ☐

Social Studies..... ☐

Science..... ☐

Foreign Language..... ☐

Writing..... ☐

20. How many Advanced Placement courses or exams did you take in high school? (Mark one in each row)

AP Courses..... ☐ Not offered at my high school ☐ None ☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15+

AP Exams..... ☐

21. What is the highest academic degree that you intend to obtain? (Mark one in each column)

None..... ☐ Highest Planned ☐ Highest Planned at This College

Vocational certificate..... ☐

Associate (A.A. or equivalent)..... ☐

Bachelor's degree (B.A., B.S., etc.)..... ☐

Master's degree (M.A., M.S., etc.)... ☐

Ph.D. or Ed.D..... ☐

M.D., D.O., D.D.S., or D.V.M..... ☐

J.D. (Law)..... ☐

B.D. or M.DIV. (Divinity)..... ☐

Other..... ☐

22. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)

High school I last attended..... ☐ Completely non-White ☐ Mostly non-White ☐ Roughly half non-White ☐ Mostly White ☐ Completely White

Neighborhood where I grew up..... ☐

23. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

| | None | Less than \$1,000 | \$1,000 to 2,999 | \$3,000 to 5,999 | \$6,000 to 9,999 | \$10,000+ |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Family resources (parents, relatives, spouse, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My own resources (savings from work, work-study, other income) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aid which <u>must</u> be repaid (loans, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other than above | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

| | |
|--|---|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$50,000-59,999 |
| <input type="radio"/> \$10,000-14,999 | <input type="radio"/> \$60,000-74,999 |
| <input type="radio"/> \$15,000-19,999 | <input type="radio"/> \$75,000-99,999 |
| <input type="radio"/> \$20,000-24,999 | <input type="radio"/> \$100,000-149,999 |
| <input type="radio"/> \$25,000-29,999 | <input type="radio"/> \$150,000-199,999 |
| <input type="radio"/> \$30,000-39,999 | <input type="radio"/> \$200,000-249,999 |
| <input type="radio"/> \$40,000-49,999 | <input type="radio"/> \$250,000 or more |

25. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) ☐

Some (but I probably will have enough funds) ☐

Major (not sure I will have enough funds to complete college) ☐

26. Current religious preference:

(Mark one in each column)

| | Yours | Father's | Mother's |
|--|-----------------------|-----------------------|-----------------------|
| Baptist..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Buddhist..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Church of Christ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Eastern Orthodox | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Episcopalian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hindu..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Jewish..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| LDS (Mormon)..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lutheran | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Methodist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Muslim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presbyterian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quaker..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Roman Catholic..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seventh Day Adventist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| United Church of Christ/Congregational | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Christian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Religion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| None | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

| | Frequently | Occasionally | Not at All |
|--|-----------------------|-----------------------|-----------------------|
| Attended a religious service..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was bored in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrated for a cause (e.g., boycott, rally, protest) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tutored another student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studied with other students..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was a guest in a teacher's home .. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Smoked cigarettes..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank beer..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank wine or liquor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt overwhelmed by all I had to do.. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt depressed..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performed volunteer work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asked a teacher for advice after class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Voted in a student election | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socialized with someone of another racial/ethnic group..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Came late to class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Used the Internet for research or homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performed community service as a part of a class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed religion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed politics..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Worked on a local, state, or national political campaign..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skipped school/class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publicly communicated my opinion about a cause (e.g., blog, email, petition) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped raise money for a cause or campaign | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fell asleep in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Failed to complete homework on time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

| | Highest 10% | Above Average | Average | Below Average | Lowest 10% |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Artistic ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Competitiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computer skills..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cooperativeness..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creativity..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drive to achieve..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Emotional health..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematical ability..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Popularity..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public speaking ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (intellectual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (social) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spirituality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

| | Highest 10% | Above Average | Average | Below Average | Lowest 10% |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ability to see the world from someone else's perspective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tolerance of others with different beliefs .. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Openness to having my own views challenged..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to discuss and negotiate controversial issues..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to work cooperatively with diverse people..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. What is the highest level of formal education obtained by your parents? (Mark one in each column)

| | Father | Mother |
|--|-----------------------|-----------------------|
| Junior high/Middle school or less..... | <input type="radio"/> | <input type="radio"/> |
| Some high school..... | <input type="radio"/> | <input type="radio"/> |
| High school graduate | <input type="radio"/> | <input type="radio"/> |
| Postsecondary school other than college..... | <input type="radio"/> | <input type="radio"/> |
| Some college..... | <input type="radio"/> | <input type="radio"/> |
| College degree | <input type="radio"/> | <input type="radio"/> |
| Some graduate school | <input type="radio"/> | <input type="radio"/> |
| Graduate degree | <input type="radio"/> | <input type="radio"/> |

31. How often in the past year did you? (Mark one for each item)

| | Frequently | Occasionally | Not at All |
|--|-----------------------|-----------------------|-----------------------|
| Ask questions in class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Support your opinions with a logical argument..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seek solutions to problems and explain them to others.. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Revise your papers to improve your writing..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate the quality or reliability of information you received..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Take a risk because you feel you have more to gain..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seek alternative solutions to a problem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Look up scientific research articles and resources..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Explore topics on your own, even though it was not required for a class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accept mistakes as part of the learning process..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seek feedback on your academic work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Take notes during class..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work with other students on group projects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrate skills and knowledge from different sources and experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

32. Mark only three responses, one in each column.

- (M) Your mother's occupation
(F) Your father's occupation
(Y) Your probable career occupation

| | | | |
|--|-----|-----|-----|
| Accountant or actuary | (Y) | (F) | (M) |
| Actor or entertainer | (Y) | (F) | (M) |
| Architect or urban planner | (Y) | (F) | (M) |
| Artist | (Y) | (F) | (M) |
| Business (clerical) | (Y) | (F) | (M) |
| Business executive (management, administrator) | (Y) | (F) | (M) |
| Business owner or proprietor | (Y) | (F) | (M) |
| Business salesperson or buyer | (Y) | (F) | (M) |
| Clergy (minister, priest) | (Y) | (F) | (M) |
| Clergy (other religious) | (Y) | (F) | (M) |
| Clinical psychologist | (Y) | (F) | (M) |
| College administrator/staff | (Y) | (F) | (M) |
| College teacher | (Y) | (F) | (M) |
| Computer programmer or analyst .. | (Y) | (F) | (M) |
| Conservationist or forester | (Y) | (F) | (M) |
| Dentist (including orthodontist)..... | (Y) | (F) | (M) |
| Dietitian or nutritionist..... | (Y) | (F) | (M) |
| Engineer | (Y) | (F) | (M) |
| Farmer or rancher | (Y) | (F) | (M) |
| Foreign Service worker (including diplomat) | (Y) | (F) | (M) |
| Homemaker (full-time) | (Y) | (F) | (M) |
| Interior decorator (including designer) .. | (Y) | (F) | (M) |
| Lab technician or hygienist..... | (Y) | (F) | (M) |
| Law enforcement officer | (Y) | (F) | (M) |
| Lawyer (attorney) or judge | (Y) | (F) | (M) |
| Military service (career)..... | (Y) | (F) | (M) |
| Musician (performer, composer)..... | (Y) | (F) | (M) |
| Nurse | (Y) | (F) | (M) |
| Optometrist..... | (Y) | (F) | (M) |
| Pharmacist | (Y) | (F) | (M) |
| Physician | (Y) | (F) | (M) |
| Policymaker/Government | (Y) | (F) | (M) |
| School counselor | (Y) | (F) | (M) |
| School principal or superintendent .. | (Y) | (F) | (M) |
| Scientific researcher | (Y) | (F) | (M) |
| Social, welfare, or recreation worker .. | (Y) | (F) | (M) |
| Therapist (physical, occupational, speech) | (Y) | (F) | (M) |
| Teacher or administrator (elementary)..... | (Y) | (F) | (M) |
| Teacher or administrator (secondary) | (Y) | (F) | (M) |
| Veterinarian | (Y) | (F) | (M) |
| Writer or journalist | (Y) | (F) | (M) |
| Skilled trades | (Y) | (F) | (M) |
| Laborer (unskilled)..... | (Y) | (F) | (M) |
| Semi-skilled worker | (Y) | (F) | (M) |
| Unemployed..... | (Y) | (F) | (M) |
| Other..... | (Y) | (F) | (M) |
| Undecided | (Y) | | |

33. Are you: (Mark all that apply)

| | |
|--|--------------------------|
| White/Caucasian | <input type="checkbox"/> |
| African American/Black | <input type="checkbox"/> |
| American Indian/Alaska Native | <input type="checkbox"/> |
| Asian American/Asian | <input type="checkbox"/> |
| Native Hawaiian/Pacific Islander | <input type="checkbox"/> |
| Mexican American/Chicano..... | <input type="checkbox"/> |
| Puerto Rican..... | <input type="checkbox"/> |
| Other Latino..... | <input type="checkbox"/> |
| Other..... | <input type="checkbox"/> |

34. Mark one in each row:

| | | | | |
|--|-----|-----|-----|-----|
| Abortion should be legal..... | (4) | (3) | (2) | (1) |
| Marijuana should be legalized..... | (4) | (3) | (2) | (1) |
| Racial discrimination is no longer a major problem in America | (4) | (3) | (2) | (1) |
| Same-sex couples should have the right to legal marital status | (4) | (3) | (2) | (1) |
| Federal military spending should be increased..... | (4) | (3) | (2) | (1) |
| Undocumented immigrants should be denied access to public education | (4) | (3) | (2) | (1) |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions..... | (4) | (3) | (2) | (1) |
| A national health care plan is needed to cover everybody's medical costs | (4) | (3) | (2) | (1) |
| Addressing global warming should be a federal priority | (4) | (3) | (2) | (1) |
| The chief benefit of a college education is that it increases one's earning power .. | (4) | (3) | (2) | (1) |

35. How would you characterize your political views? (Mark one)

- ☐ Far left
☐ Liberal
☐ Middle-of-the-road
☐ Conservative
☐ Far right

36. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

| | | | |
|---|-----|-----|-----|
| To be able to get a better job | (V) | (S) | (N) |
| To gain a general education and appreciation of ideas..... | (V) | (S) | (N) |
| To make me a more cultured person | (V) | (S) | (N) |
| To be able to make more money..... | (V) | (S) | (N) |
| To learn more about things that interest me | (V) | (S) | (N) |
| To get training for a specific career .. | (V) | (S) | (N) |
| To prepare myself for graduate or professional school | (V) | (S) | (N) |

37. During your last year in high school, how much time did you spend during a typical week doing the following activities?

| Hours per week: | None | Less than 1 hour | 1-2 | 3-5 | 6-10 | 11-15 | 16-20 | Over 20 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Studying/homework.... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Socializing with friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talking with teachers outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exercise or sports..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working (for pay) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteer work..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student clubs/groups.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Watching TV | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Household/childcare duties..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading for pleasure .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing video/ computer games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online social networks (Myspace, Facebook, etc.) .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

38. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

| | | | |
|--|-----|-----|-----|
| My parents wanted me to come here.. | (V) | (S) | (N) |
| My relatives wanted me to come here .. | (V) | (S) | (N) |
| My teacher advised me | (V) | (S) | (N) |
| This college has a very good academic reputation..... | (V) | (S) | (N) |
| This college has a good reputation for its social activities | (V) | (S) | (N) |
| I was offered financial assistance..... | (V) | (S) | (N) |
| The cost of attending this college | (V) | (S) | (N) |
| High school counselor advised me | (V) | (S) | (N) |
| Private college counselor advised me.... | (V) | (S) | (N) |
| I wanted to live near home | (V) | (S) | (N) |
| Not offered aid by first choice..... | (V) | (S) | (N) |
| Could not afford first choice | (V) | (S) | (N) |
| This college's graduates gain admission to top graduate/ professional schools..... | (V) | (S) | (N) |
| This college's graduates get good jobs .. | (V) | (S) | (N) |
| I was attracted by the religious affiliation/orientation of the college... | (V) | (S) | (N) |
| I wanted to go to a school about the size of this college..... | (V) | (S) | (N) |
| Rankings in national magazines | (V) | (S) | (N) |
| Information from a website..... | (V) | (S) | (N) |
| I was admitted through an Early Action or Early Decision program | (V) | (S) | (N) |
| The athletic department recruited me .. | (V) | (S) | (N) |
| A visit to the campus..... | (V) | (S) | (N) |
| Ability to take online courses..... | (V) | (S) | (N) |

39. The current economic situation significantly affected my college choice: (Mark one)

- ☐ Agree Strongly
☐ Agree Somewhat
☐ Disagree Somewhat
☐ Disagree Strongly

40. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

ARTS AND HUMANITIES

- Art, fine and applied (1)
 English (language and literature) (2)
 History (3)
 Journalism (4)
 Language and Literature (except English) (5)
 Music (6)
 Philosophy (7)
 Speech (8)
 Theatre or Drama (9)
 Theology or Religion (10)
 Other Arts and Humanities.. (11)

BIOLOGICAL SCIENCE

- Biology (general) (12)
 Biochemistry or Biophysics (13)
 Botany (14)
 Environmental Science..... (15)
 Marine (Life) Science (16)
 Microbiology or Bacteriology (17)
 Zoology (18)
 Other Biological Science (19)

BUSINESS

- Accounting..... (20)
 Business Admin. (general) .. (21)
 Finance..... (22)
 International Business (23)
 Marketing..... (24)
 Management..... (25)
 Secretarial Studies (26)
 Other Business..... (27)

EDUCATION

- Business Education..... (28)
 Elementary Education (29)
 Music or Art Education..... (30)
 Physical Education or Recreation..... (31)
 Secondary Education (32)
 Special Education..... (33)
 Other Education (34)

ENGINEERING

- Aeronautical or Astronautical Eng..... (35)
 Civil Engineering (36)
 Chemical Engineering (37)
 Computer Engineering (38)
 Electrical or Electronic Engineering..... (39)
 Industrial Engineering..... (40)
 Mechanical Engineering (41)
 Other Engineering (42)

PHYSICAL SCIENCE

- Astronomy (43)
 Atmospheric Science (incl. Meteorology)..... (44)
 Chemistry (45)
 Earth Science (46)
 Marine Science (incl. Oceanography)..... (47)
 Mathematics (48)
 Physics (49)
 Other Physical Science (50)

PROFESSIONAL

- Architecture or Urban Planning (51)
 Family & Consumer Sciences (52)
 Health Technology (medical, dental, laboratory) (53)
 Library or Archival Science . (54)
 Medicine, Dentistry, Veterinary Medicine..... (55)
 Nursing (56)
 Pharmacy (57)
 Therapy (occupational, physical, speech) (58)
 Other Professional..... (59)

SOCIAL SCIENCE

- Anthropology (60)
 Economics (61)
 Ethnic Studies (62)
 Geography (63)
 Political Science (gov't., international relations)..... (64)
 Psychology (65)
 Public Policy (66)
 Social Work (67)
 Sociology (68)
 Women's Studies..... (69)
 Other Social Science..... (70)

TECHNICAL

- Building Trades (71)
 Data Processing or Computer Programming... (72)
 Drafting or Design (73)
 Electronics (74)
 Mechanics (75)
 Other Technical..... (76)

OTHER FIELDS

- Agriculture (77)
 Communications..... (78)
 Computer Science..... (79)
 Forestry (80)
 Kinesiology (81)
 Law Enforcement..... (82)
 Military Science (83)
 Other Field..... (84)
 Undecided (85)

41. Please indicate the importance to you personally of each of the following: (Mark one for each item)

| | (E) Essential | (V) Very Important | (S) Somewhat Important | (N) Not Important |
|--|---------------|--------------------|------------------------|-------------------|
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | (E) | (V) | (S) | (N) |
| Becoming an authority in my field..... | (E) | (V) | (S) | (N) |
| Obtaining recognition from my colleagues for contributions to my special field | (E) | (V) | (S) | (N) |
| Influencing the political structure..... | (E) | (V) | (S) | (N) |
| Influencing social values | (E) | (V) | (S) | (N) |
| Raising a family..... | (E) | (V) | (S) | (N) |
| Being very well off financially | (E) | (V) | (S) | (N) |
| Helping others who are in difficulty | (E) | (V) | (S) | (N) |
| Making a theoretical contribution to science | (E) | (V) | (S) | (N) |
| Writing original works (poems, novels, etc.)..... | (E) | (V) | (S) | (N) |
| Creating artistic works (painting, sculpture, etc.) | (E) | (V) | (S) | (N) |
| Becoming successful in a business of my own..... | (E) | (V) | (S) | (N) |
| Becoming involved in programs to clean up the environment. | (E) | (V) | (S) | (N) |
| Developing a meaningful philosophy of life | (E) | (V) | (S) | (N) |
| Participating in a community action program | (E) | (V) | (S) | (N) |
| Helping to promote racial understanding | (E) | (V) | (S) | (N) |
| Keeping up to date with political affairs..... | (E) | (V) | (S) | (N) |
| Becoming a community leader..... | (E) | (V) | (S) | (N) |
| Improving my understanding of other countries and cultures . | (E) | (V) | (S) | (N) |
| Adopting "green" practices to protect the environment | (E) | (V) | (S) | (N) |

42. What is your best guess as to the chances that you will: (Mark one for each item)

| | (V) Very Good Chance | (S) Some Chance | (L) Very Little Chance | (N) No Chance |
|---|----------------------|-----------------|------------------------|---------------|
| Change major field? | (V) | (S) | (L) | (N) |
| Change career choice? | (V) | (S) | (L) | (N) |
| Participate in student government?..... | (V) | (S) | (L) | (N) |
| Get a job to help pay for college expenses?..... | (V) | (S) | (L) | (N) |
| Work full-time while attending college?..... | (V) | (S) | (L) | (N) |
| Join a social fraternity or sorority? | (V) | (S) | (L) | (N) |
| Play club, intramural, or recreational sports?..... | (V) | (S) | (L) | (N) |
| Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)?. | (V) | (S) | (L) | (N) |
| Make at least a "B" average? | (V) | (S) | (L) | (N) |
| Need extra time to complete your degree requirements?..... | (V) | (S) | (L) | (N) |
| Participate in student protests or demonstrations? | (V) | (S) | (L) | (N) |
| Transfer to another college before graduating?..... | (V) | (S) | (L) | (N) |
| Be satisfied with your college? | (V) | (S) | (L) | (N) |
| Participate in volunteer or community service work?..... | (V) | (S) | (L) | (N) |
| Seek personal counseling? | (V) | (S) | (L) | (N) |
| Communicate regularly with your professors? | (V) | (S) | (L) | (N) |
| Socialize with someone of another racial/ethnic group? | (V) | (S) | (L) | (N) |
| Participate in student clubs/groups? | (V) | (S) | (L) | (N) |
| Participate in a study abroad program? | (V) | (S) | (L) | (N) |
| Have a roommate of a different race/ethnicity? | (V) | (S) | (L) | (N) |
| Discuss course content with students outside of class? | (V) | (S) | (L) | (N) |
| Work on a professor's research project?..... | (V) | (S) | (L) | (N) |
| Take courses from more than one college simultaneously? | (V) | (S) | (L) | (N) |

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 43. (A) (B) (C) (D) (E) | 47. (A) (B) (C) (D) (E) | 51. (A) (B) (C) (D) (E) | 55. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) |
| 44. (A) (B) (C) (D) (E) | 48. (A) (B) (C) (D) (E) | 52. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) |
| 45. (A) (B) (C) (D) (E) | 49. (A) (B) (C) (D) (E) | 53. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) |
| 46. (A) (B) (C) (D) (E) | 50. (A) (B) (C) (D) (E) | 54. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) |

THANK YOU!

APPENDIX C

Institutions Participating in the 2011 CIRP Freshman Survey

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|---|---------------------|-------|---------------------|----------------------------|
| 1243 | Adrian College | Adrian | MI | 22 | yes |
| 1 | Alabama A & M University | Normal | AL | 34 | yes |
| 46 | Alaska Pacific University | Anchorage | AK | 22 | no |
| 354 | Albertus Magnus College | New Haven | CT | 16 | yes |
| 2232 | Albright College | Reading | PA | 21 | yes |
| 2233 | Allegheny College | Meadville | PA | 23 | no |
| 1245 | Alma College | Alma | MI | 23 | yes |
| 1134 | American International College | Springfield | MA | 11 | no |
| 414 | American University | Washington | DC | 5 | no |
| 1135 | Amherst College | Amherst | MA | 14 | yes |
| 2432 | Anderson University-South Carolina | Anderson | SC | 22 | yes |
| 125 | Art Center College of Design | Pasadena | CA | 12 | yes |
| 1322 | Augsburg College | Minneapolis | MN | 21 | yes |
| 2594 | Austin College | Sherman | TX | 23 | yes |
| 2782 | Averett University | Danville | VA | 11 | yes |
| | | | | | |
| 1141 | Babson College | Wellesley | MA | 14 | yes |
| 1735 | Bard College | Annandale-on-Hudson | NY | 14 | no |
| 454 | Barry University | Miami | FL | 4 | no |
| 1042 | Bates College | Lewiston | ME | 14 | yes |
| 2519 | Belmont University | Nashville | TN | 23 | yes |
| 2931 | Beloit College | Beloit | WI | 14 | yes |
| 7072 | Benedictine College | Atchison | KS | 18 | yes |
| 692 | Benedictine University | Lisle | IL | 4 | yes |
| 1934 | Bennett College for Women | Greensboro | NC | 38 | yes |
| 2751 | Bennington College | Bennington | VT | 14 | yes |
| 503 | Berry College | Mount Berry | GA | 13 | yes |
| 5349 | Bethany Lutheran College | Mankato | MN | 22 | yes |
| 5753 | Biola University | La Mirada | CA | 4 | yes |
| 1641 | Bloomfield College | Bloomfield | NJ | 20 | no |
| 2049 | Bluffton University | Bluffton | OH | 20 | yes |
| 1142 | Boston College | Chestnut Hill | MA | 6 | yes |
| 1043 | Bowdoin College | Brunswick | ME | 14 | yes |
| 605 | Bradley University | Peoria | IL | 13 | yes |
| 1193 | Bridgewater State University | Bridgewater | MA | 8 | yes |
| 2404 | Brown University | Providence | RI | 6 | no |
| 4743 | Brunswick Community College | Bolivia | NC | | no |
| 5622 | Bryant University | Smithfield | RI | 13 | yes |
| 2231 | Bryn Athyn College of the New Church | Bryn Athyn | PA | 22 | yes |
| 2236 | Bryn Mawr College | Bryn Mawr | PA | 14 | yes |
| 2237 | Bucknell University | Lewisburg | PA | 14 | no |
| 749 | Butler University | Indianapolis | IN | 14 | yes |
| | | | | | |
| 5589 | Cabrini College | Radnor | PA | 16 | yes |
| 131 | California Baptist University | Riverside | CA | 20 | no |
| 132 | California College of the Arts | Oakland | CA | 12 | no |
| 135 | California Institute of Technology | Pasadena | CA | 6 | yes |
| 194 | California State University-Los Angeles | Los Angeles | CA | 7 | yes |
| 230 | California State University-Northridge | Northridge | CA | 7 | yes |
| 4851 | California State University-San Marcos | San Marcos | CA | 7 | yes |
| 5795 | Calvin College | Grand Rapids | MI | 23 | no |
| 1936 | Campbell University | Buies Creek | NC | 23 | no |
| 1744 | Canisius College | Buffalo | NY | 18 | no |
| 5571 | Carl Albert State College | Poteau | OK | | no |
| 1327 | Carleton College | Northfield | MN | 14 | yes |
| 2238 | Carnegie Mellon University | Pittsburgh | PA | 6 | yes |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|--|------------------|-------|---------------------|----------------------------|
| 606 | Carthage College | Kenosha | WI | 23 | yes |
| 2750 | Castleton State College | Castleton | VT | 7 | yes |
| 1938 | Catawba College | Salisbury | NC | 11 | yes |
| 416 | Catholic University of America | Washington | DC | 4 | no |
| 1745 | Cazenovia College | Cazenovia | NY | 11 | no |
| 2054 | Central State University | Wilberforce | OH | 34 | yes |
| 141 | Chapman University | Orange | CA | 23 | yes |
| 1941 | Chowan University | Murfreesboro | NC | 20 | yes |
| 2523 | Christian Brothers University | Memphis | TN | 18 | yes |
| 6332 | Christopher Newport University | Newport News | VA | 9 | yes |
| 2435 | Citadel Military College of South Carolina | Charleston | SC | 9 | yes |
| 147 | Claremont McKenna College | Claremont | CA | 14 | yes |
| 1151 | Clark University | Worcester | MA | 5 | yes |
| 1748 | Clarkson University | Potsdam | NY | 4 | no |
| 9113 | Clearwater Valley Upward Bound | Moscow | ID | | no |
| 2438 | Coker College | Hartsville | SC | 11 | yes |
| 1044 | Colby College | Waterville | ME | 14 | yes |
| 1749 | Colgate University | Hamilton | NY | 14 | yes |
| 1078 | College of Notre Dame of Maryland | Baltimore | MD | 16 | no |
| 2785 | College of William and Mary | Williamsburg | VA | 3 | yes |
| 7402 | Colorado Christian University | Lakewood | CO | 21 | yes |
| 319 | Colorado College | Colorado Springs | CO | 14 | yes |
| 318 | Colorado State University-Fort Collins | Fort Collins | CO | 2 | no |
| 2442 | Columbia College | Columbia | SC | 21 | yes |
| 359 | Connecticut College | New London | CT | 14 | yes |
| 2443 | Converse College | Spartanburg | SC | 12 | yes |
| 1463 | Cottey College | Nevada | MO | | no |
| 5821 | Covenant College | Lookout Mountain | GA | 23 | no |
| 1573 | Creighton University | Omaha | NE | 18 | yes |
| 6430 | CUNY Lehman College | Bronx | NY | 7 | no |
| 7254 | CUNY Medgar Evers College | Brooklyn | NY | | no |
| 6524 | Daniel Webster College | Nashua | NH | | no |
| 1942 | Davidson College | Davidson | NC | 23 | yes |
| 2244 | Delaware Valley College | Doylestown | PA | 12 | no |
| 2065 | Denison University | Granville | OH | 14 | yes |
| 5882 | DeSales University | Center Valley | PA | 17 | yes |
| 2247 | Dickinson College | Carlisle | PA | 14 | yes |
| 1005 | Dillard University | New Orleans | LA | 38 | yes |
| 5455 | Dominican College of Blauvelt | Orangeburg | NY | 11 | yes |
| 687 | Dominican University | River Forest | IL | 17 | yes |
| 1646 | Drew University | Madison | NJ | 23 | yes |
| 2251 | Drexel University | Philadelphia | PA | 5 | yes |
| 1943 | Duke University | Durham | NC | 6 | no |
| 753 | Earlham College | Richmond | IN | 23 | no |
| 959 | Eastern Kentucky University | Richmond | KY | 8 | no |
| 2786 | Eastern Mennonite University | Harrisonburg | VA | 22 | no |
| 1281 | Eastern Michigan University | Ypsilanti | MI | 8 | yes |
| 464 | Eckerd College | Saint Petersburg | FL | 23 | yes |
| 1982 | Elizabeth City State University | Elizabeth City | NC | 34 | no |
| 634 | Elmhurst College | Elmhurst | IL | 23 | yes |
| 1947 | Elon University | Elon | NC | 14 | yes |
| 5105 | Embry Riddle Aeronautical University-Daytona Beach | Daytona Beach | FL | 13 | no |
| 1158 | Emmanuel College-Boston | Boston | MA | 17 | yes |
| 2787 | Emory and Henry College | Emory | VA | 21 | yes |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|---|--------------------|-------|---------------------|----------------------------|
| 511 | Emory University | Atlanta | GA | 6 | yes |
| 2444 | Ersine College and Seminary | Due West | SC | 22 | yes |
| 362 | Fairfield University | Fairfield | CT | 18 | yes |
| 2788 | Ferrum College | Ferrum | VA | 20 | yes |
| 8206 | Florida International University | Miami | FL | 1 | yes |
| 463 | Florida State University | Tallahassee | FL | 3 | no |
| 1773 | Fordham University | Bronx | NY | 5 | yes |
| 5414 | Franklin Pierce University | Rindge | NH | 11 | yes |
| 897 | Friends University | Wichita | KS | 12 | yes |
| 2446 | Furman University | Greenville | SC | 14 | yes |
| 2193 | George Fox University | Newberg | OR | 23 | yes |
| 419 | George Washington University | Washington | DC | 5 | no |
| 515 | Georgia Institute of Technology—Main Campus | Atlanta | GA | 3 | yes |
| 519 | Georgia Southern University | Statesboro | GA | 2 | no |
| 2263 | Gettysburg College | Gettysburg | PA | 23 | yes |
| 2847 | Gonzaga University | Spokane | WA | 18 | yes |
| 1164 | Gordon College-Wenham | Wenham | MA | 23 | yes |
| 5199 | Grace College and Theological Seminary | Winona Lake | IN | 22 | yes |
| 1006 | Grambling State University | Grambling | LA | 34 | no |
| 641 | Greenville College | Greenville | IL | 21 | no |
| 834 | Grinnell College | Grinnell | IA | 14 | yes |
| 1953 | Guilford College | Greensboro | NC | 22 | yes |
| 1338 | Gustavus Adolphus College | Saint Peter | MN | 23 | yes |
| 2265 | Gwynedd Mercy College | Gwynedd Valley | PA | 16 | no |
| 1776 | Hamilton College | Clinton | NY | 14 | yes |
| 9107 | Harrisburg University of Science and Technology | Harrisburg | PA | 15 | yes |
| 1777 | Hartwick College | Oneonta | NY | 13 | yes |
| 180 | Harvey Mudd College | Claremont | CA | 14 | yes |
| 1579 | Hastings College | Hastings | NE | 22 | yes |
| 2267 | Haverford College | Haverford | PA | 14 | yes |
| 2072 | Hiram College | Hiram | OH | 13 | yes |
| 1755 | Hobart William Smith Colleges | Geneva | NY | 13 | yes |
| 1778 | Hofstra University | Hempstead | NY | 5 | no |
| 2794 | Hollins University | Roanoke | VA | 13 | yes |
| 2266 | Holy Family University | Philadelphia | PA | 16 | no |
| 152 | Holy Names University | Oakland | CA | 16 | yes |
| 1084 | Hood College | Frederick | MD | 12 | yes |
| 424 | Howard University | Washington | DC | 41 | no |
| 8 | Huntingdon College | Montgomery | AL | 21 | yes |
| 5254 | Husson University | Bangor | ME | 11 | yes |
| 642 | Illinois College | Jacksonville | IL | 22 | yes |
| 835 | Iowa State University | Ames | IA | 2 | yes |
| 91 | John Brown University | Siloam Springs | AR | 13 | yes |
| 2073 | John Carroll University | University Heights | OH | 18 | yes |
| 1956 | Johnson C Smith University | Charlotte | NC | 35 | yes |
| 2272 | Juniata College | Huntingdon | PA | 13 | no |
| 1272 | Kalamazoo College | Kalamazoo | MI | 14 | yes |
| 6168 | Kennesaw State University | Kennesaw | GA | 9 | yes |
| 1262 | Kettering University | Flint | MI | 14 | yes |
| 2273 | Keystone College | La Plume | PA | 11 | yes |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|--|--------------------|-------|---------------------|----------------------------|
| 652 | Knox College | Galesburg | IL | 14 | no |
| 5341 | Kuyper College | Grand Rapids | MI | 22 | yes |
| 523 | LaGrange College | LaGrange | GA | 21 | yes |
| 2945 | Lakeland College | Plymouth | WI | 20 | yes |
| 2947 | Lawrence University | Appleton | WI | 14 | no |
| 1794 | Le Moyne College | Syracuse | NY | 18 | yes |
| 2277 | Lebanon Valley College | Annville | PA | 22 | yes |
| 2194 | Lewis & Clark College | Portland | OR | 14 | yes |
| 7448 | LIM College | New York | NY | | no |
| 2539 | Lincoln Memorial University | Harrogate | TN | 13 | no |
| 2279 | Lincoln University of Pennsylvania | Lincoln University | PA | 34 | yes |
| 2796 | Longwood University | Farmville | VA | 8 | no |
| 657 | Loyola University-Chicago | Chicago | IL | 5 | yes |
| 841 | Luther College | Decorah | IA | 23 | yes |
| 2283 | Lycoming College | Williamsport | PA | 22 | yes |
| 79 | Lyon College | Batesville | AR | 23 | yes |
| 1344 | Macalester College | Saint Paul | MN | 23 | yes |
| 5255 | Maine Maritime Academy | Castine | ME | 8 | yes |
| 1796 | Manhattan College | Bronx | NY | 18 | yes |
| 1275 | Marygrove College | Detroit | MI | 16 | yes |
| 1804 | Marymount Manhattan College | New York | NY | 12 | yes |
| 2543 | Maryville College | Maryville | TN | 23 | yes |
| 1496 | Maryville University of Saint Louis | Saint Louis | MO | 4 | yes |
| 2285 | Marywood University | Scranton | PA | 17 | yes |
| 1175 | Massachusetts College of Art and Design | Boston | MA | 9 | no |
| 1197 | Massachusetts College of Liberal Arts | North Adams | MA | 8 | yes |
| 5170 | McKendree University | Lebanon | IL | 21 | yes |
| 913 | McPherson College | McPherson | KS | 21 | no |
| 525 | Mercer University-Macon | Macon | GA | 23 | yes |
| 1963 | Meredith College | Raleigh | NC | 12 | yes |
| 2079 | Miami University-Oxford | Oxford | OH | 3 | yes |
| 2755 | Middlebury College | Middlebury | VT | 14 | yes |
| 199 | Mills College | Oakland | CA | 13 | yes |
| 5713 | Milwaukee School of Engineering | Milwaukee | WI | 14 | yes |
| 1471 | Missouri Southern State University | Joplin | MO | 8 | no |
| 2287 | Moore College of Art and Design | Philadelphia | PA | 11 | yes |
| 2289 | Moravian College and Moravian Theological Seminary | Bethlehem | PA | 22 | yes |
| 5796 | Morehouse College | Atlanta | GA | 35 | yes |
| 1094 | Morgan State University | Baltimore | MD | 40 | no |
| 844 | Morningside College | Sioux City | IA | 22 | yes |
| 203 | Mount St. Mary's College | Los Angeles | CA | 16 | no |
| 1096 | Mount St. Mary's University | Emmitsburg | MD | 17 | yes |
| 6542 | Mount Vernon Nazarene University | Mount Vernon | OH | 22 | yes |
| 204 | Mt San Antonio College | Walnut | CA | | no |
| 2293 | Muhlenberg College | Allentown | PA | 23 | yes |
| 2453 | Newberry College | Newberry | SC | 20 | yes |
| 1927 | North Carolina A & T State University | Greensboro | NC | 40 | yes |
| 1965 | North Carolina Central University | Durham | NC | 34 | no |
| 529 | North Georgia College & State University | Dahlonega | GA | 9 | yes |
| 2454 | North Greenville University | Tigerville | SC | 22 | no |
| 581 | North Idaho College | Coeur d'Alene | ID | | no |
| 2157 | Northeastern State University | Tahlequah | OK | 7 | yes |
| 1184 | Northeastern University | Boston | MA | 5 | yes |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|---|-------------------|-------|---------------------|----------------------------|
| 55 | Northern Arizona University | Flagstaff | AZ | 1 | yes |
| 678 | Northern Illinois University | Dekalb | IL | 1 | yes |
| 582 | Northwest Nazarene University | Nampa | ID | 22 | yes |
| 679 | Northwestern University | Evanston | IL | 6 | no |
| 2083 | Notre Dame College | Cleveland | OH | 16 | yes |
| 1286 | Oakland University | Rochester Hills | MI | 1 | yes |
| 2084 | Oberlin College | Oberlin | OH | 14 | no |
| 207 | Occidental College | Los Angeles | CA | 14 | no |
| 2163 | Oklahoma City University | Oklahoma City | OK | 23 | no |
| 5566 | Oklahoma Wesleyan University | Bartlesville | OK | 21 | yes |
| 2204 | Oregon State University | Corvallis | OR | 2 | yes |
| 190 | Otis College of Art and Design | Los Angeles | CA | 12 | yes |
| 4892 | Oxford College of Emory University | Oxford | GA | | no |
| 214 | Pacific Union College | Angwin | CA | 21 | no |
| 6615 | Palm Beach Atlantic University-West Palm Beach | West Palm Beach | FL | 21 | yes |
| 9106 | Patrick Henry College | Purcellville | VA | | no |
| 5890 | Pennsylvania College of Technology | Williamsport | PA | | no |
| 6213 | Pennsylvania State University-Penn State Erie-Behrend College | Erie | PA | 9 | yes |
| 172 | Pepperdine University | Malibu | CA | 5 | yes |
| 2306 | Philadelphia University | Philadelphia | PA | 12 | yes |
| 104 | Philander Smith College | Little Rock | AR | 38 | no |
| 218 | Point Loma Nazarene University | San Diego | CA | 23 | no |
| 5588 | Point Park University | Pittsburgh | PA | 12 | yes |
| 1826 | Polytechnic Institute of New York University | Brooklyn | NY | 5 | no |
| 1827 | Pratt Institute-Main | Brooklyn | NY | 13 | no |
| 2455 | Presbyterian College | Clinton | SC | 22 | yes |
| 683 | Principia College | Elsah | IL | 13 | yes |
| 2409 | Providence College | Providence | RI | 18 | yes |
| 373 | Quinnipiac University | Hamden | CT | 13 | yes |
| 2825 | Radford University | Radford | VA | 8 | no |
| 7241 | Ramapo College of New Jersey | Mahwah | NJ | 9 | yes |
| 2805 | Randolph College | Lynchburg | VA | 22 | yes |
| 2209 | Reed College | Portland | OR | 14 | no |
| 1187 | Regis College | Weston | MA | 16 | yes |
| 334 | Regis University | Denver | CO | 18 | no |
| 534 | Reinhardt University | Waleska | GA | 21 | yes |
| 2410 | Rhode Island College | Providence | RI | 7 | yes |
| 2413 | Rhode Island School of Design | Providence | RI | 14 | no |
| 2554 | Rhodes College | Memphis | TN | 23 | no |
| 2645 | Rice University | Houston | TX | 6 | no |
| 1667 | Rider University | Lawrenceville | NJ | 12 | no |
| 8430 | Ringling College of Art and Design | Sarasota | FL | 15 | no |
| 5759 | Roberts Wesleyan College | Rochester | NY | 22 | yes |
| 685 | Rockford College | Rockford | IL | 12 | no |
| 468 | Rollins College | Winter Park | FL | 14 | no |
| 2309 | Rosemont College | Rosemont | PA | 16 | yes |
| 1672 | Rutgers University-Camden | Camden | NJ | 9 | yes |
| 5082 | Sacred Heart University | Fairfield | CT | 16 | yes |
| 6101 | Sage College of Albany | Albany | NY | | no |
| 1838 | Saint Bonaventure University | Saint Bonaventure | NY | 17 | yes |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|--|------------------|-------|---------------------|----------------------------|
| 976 | Saint Catharine College | Saint Catharine | KY | | no |
| 2313 | Saint Francis University | Loretto | PA | 17 | yes |
| 374 | Saint Joseph College | West Hartford | CT | 16 | yes |
| 1843 | Saint Joseph's College-New York | Brooklyn | NY | 12 | yes |
| 781 | Saint Mary's College | Notre Dame | IN | 18 | yes |
| 227 | Saint Marys College of California | Moraga | CA | 18 | no |
| 1354 | Saint Mary's University of Minnesota | Winona | MN | 4 | yes |
| 2758 | Saint Michael's College | Colchester | VT | 18 | yes |
| 2974 | Saint Norbert College | De Pere | WI | 18 | yes |
| 1675 | Saint Peter's College | Jersey City | NJ | 16 | yes |
| 5498 | Saint Thomas Aquinas College | Sparkill | NY | 11 | yes |
| 5814 | Saint Thomas University | Miami Gardens | FL | 16 | no |
| 238 | San Jose State University | San Jose | CA | 8 | yes |
| 267 | Santa Clara University | Santa Clara | CA | 18 | yes |
| 693 | School of the Art Institute of Chicago | Chicago | IL | 13 | yes |
| 5779 | School of the Museum of Fine Arts-Boston | Boston | MA | 13 | no |
| 7449 | School of Visual Arts | New York | NY | | no |
| 246 | Scripps College | Claremont | CA | 14 | yes |
| 2857 | Seattle Pacific University | Seattle | WA | 23 | yes |
| 1676 | Seton Hall University | South Orange | NJ | 4 | yes |
| 2564 | Sewanee-The University of the South | Sewanee | TN | 23 | yes |
| 1836 | Siena College | Loudonville | NY | 18 | no |
| 1849 | Skidmore College | Saratoga Springs | NY | 14 | no |
| 1189 | Smith College | Northampton | MA | 14 | no |
| 170 | Sonoma State University | Rohnert Park | CA | 8 | yes |
| 2553 | Southern Adventist University | Collegedale | TN | 21 | yes |
| 700 | Southern Illinois University Edwardsville | Edwardsville | IL | 9 | yes |
| 2657 | Southern Methodist University | Dallas | TX | 5 | no |
| 5415 | Southern New Hampshire University | Manchester | NH | 15 | yes |
| 2664 | Southwestern University | Georgetown | TX | 23 | yes |
| 502 | Spelman College | Atlanta | GA | 35 | yes |
| 1191 | Springfield College | Springfield | MA | 12 | yes |
| 1949 | St. Andrews Presbyterian College | Laurinburg | NC | 21 | yes |
| 1329 | St. Catherine University | Saint Paul | MN | 17 | yes |
| 1842 | St. John's University-New York | Jamaica | NY | 4 | yes |
| 1846 | St. Lawrence University | Canton | NY | 13 | yes |
| 2648 | St. Marys University | San Antonio | TX | 17 | yes |
| 1110 | Stevenson University | Stevenson | MD | 11 | yes |
| 1203 | Stonehill College | Easton | MA | 18 | yes |
| 1204 | Suffolk University | Boston | MA | 12 | yes |
| 7028 | SUNY at Purchase College | Purchase | NY | 9 | no |
| 1878 | SUNY College at Potsdam | Potsdam | NY | 9 | yes |
| 4894 | SUNY Institute of Technology at Utica-Rome | Utica | NY | 9 | yes |
| 2335 | Susquehanna University | Selinsgrove | PA | 23 | yes |
| 2336 | Swarthmore College | Swarthmore | PA | 14 | no |
| 5239 | Tabor College | Hillsboro | KS | 22 | yes |
| 783 | Taylor University | Upland | IN | 23 | yes |
| 2677 | Texas A & M University-Kingsville | Kingsville | TX | 1 | no |
| 2675 | Texas Christian University | Fort Worth | TX | 4 | yes |
| 1753 | The College of New Rochelle | New Rochelle | NY | 12 | no |
| 1835 | The Sage Colleges | Troy | NY | 11 | no |
| 28 | The University of Alabama | Tuscaloosa | AL | 3 | no |
| 476 | The University of Tampa | Tampa | FL | 13 | yes |
| 4633 | The University of West Florida | Pensacola | FL | 2 | yes |
| 7256 | Touro College | New York | NY | 12 | no |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------|---|------------------|-------|---------------------|----------------------------|
| 379 | Trinity College | Hartford | CT | 14 | yes |
| 435 | Trinity Washington University | Washington | DC | 19 | yes |
| 341 | United States Air Force Academy | Colorado Springs | CO | 9 | no |
| 380 | United States Coast Guard Academy | New London | CT | 9 | yes |
| 1893 | United States Military Academy | West Point | NY | 9 | yes |
| 1100 | United States Naval Academy | Annapolis | MD | 9 | yes |
| 382 | University of Bridgeport | Bridgeport | CT | 11 | no |
| 257 | University of California-Los Angeles | Los Angeles | CA | 3 | yes |
| 262 | University of California-Riverside | Riverside | CA | 1 | yes |
| 260 | University of California-San Diego | La Jolla | CA | 3 | yes |
| 1456 | University of Central Missouri | Warrensburg | MO | 8 | no |
| 2147 | University of Central Oklahoma | Edmond | OK | 8 | no |
| 2687 | University of Dallas | Irving | TX | 18 | no |
| 1276 | University of Detroit Mercy | Detroit | MI | 18 | no |
| 567 | University of Hawaii at Manoa | Honolulu | HI | 2 | no |
| 9109 | University of Hawaii-West Oahu | Pearl City | HI | 10 | no |
| 584 | University of Idaho | Moscow | ID | 1 | yes |
| 4890 | University of Illinois at Springfield | Springfield | IL | 9 | yes |
| 704 | University of Illinois at Urbana-Champaign | Champaign | IL | 3 | no |
| 1207 | University of Massachusetts Amherst | Amherst | MA | 2 | yes |
| 5773 | University of Massachusetts-Dartmouth | North Dartmouth | MA | 9 | yes |
| 475 | University of Miami | Coral Gables | FL | 5 | no |
| 1294 | University of Michigan-Ann Arbor | Ann Arbor | MI | 3 | yes |
| 1298 | University of Michigan-Dearborn | Dearborn | MI | 9 | yes |
| 6400 | University of Michigan-Flint | Flint | MI | 8 | no |
| 5365 | University of Minnesota-Morris | Morris | MN | 9 | yes |
| 1623 | University of New Hampshire—Main Campus | Durham | NH | 2 | yes |
| 1984 | University of North Carolina at Chapel Hill | Chapel Hill | NC | 3 | yes |
| 1991 | University of North Carolina-Wilmington | Wilmington | NC | 9 | yes |
| 785 | University of Notre Dame | South Bend | IN | 6 | yes |
| 2341 | University of Pennsylvania | Philadelphia | PA | 6 | yes |
| 6232 | University of Pittsburgh-Bradford | Bradford | PA | 7 | yes |
| 2340 | University of Pittsburgh-Johnstown | Johnstown | PA | 8 | no |
| 2342 | University of Pittsburgh—Pittsburgh Campus | Pittsburgh | PA | 3 | yes |
| 2844 | University of Puget Sound | Tacoma | WA | 14 | yes |
| 265 | University of Redlands | Redlands | CA | 13 | yes |
| 1889 | University of Rochester | Rochester | NY | 5 | yes |
| 2458 | University of South Carolina-Columbia | Columbia | SC | 3 | no |
| 4895 | University of South Florida—St. Petersburg Campus | St. Petersburg | FL | 9 | no |
| 268 | University of Southern California | Los Angeles | CA | 6 | yes |
| 1333 | University of St. Thomas-St. Paul | Saint Paul | MN | 5 | no |
| 157 | University of the Pacific | Stockton | CA | 4 | yes |
| 2302 | University of the Sciences-Philadelphia | Philadelphia | PA | 13 | yes |
| 2104 | University of Toledo | Toledo | OH | 1 | yes |
| 2731 | University of Utah | Salt Lake City | UT | 2 | no |
| 2764 | University of Vermont | Burlington | VT | 2 | yes |
| 787 | Valparaiso University | Valparaiso | IN | 23 | yes |
| 2567 | Vanderbilt University | Nashville | TN | 6 | yes |
| 5053 | Vanguard University of Southern California | Costa Mesa | CA | 21 | no |
| 1891 | Vassar College | Poughkeepsie | NY | 14 | no |
| 5517 | Villa Maria College-Buffalo | Buffalo | NY | | no |
| 2824 | Virginia Polytechnic Institute and State University | Blacksburg | VA | 3 | yes |
| 2828 | Virginia Union University | Richmond | VA | 38 | yes |
| 2459 | Voorhees College-South Carolina | Denmark | SC | 38 | no |

Institutions Participating in the 2011 CIRP Freshman Survey

| ACE | Institution | City | State | Stratification Cell | Included in National Norms |
|------------|------------------------------------|----------------|--------------|--------------------------------|---------------------------------------|
| 789 | Wabash College | Crawfordsville | IN | 13 | yes |
| 1987 | Wake Forest University | Winston Salem | NC | 5 | no |
| 5562 | Walsh University | North Canton | OH | 17 | yes |
| 1988 | Warren Wilson College | Swannanoa | NC | 23 | yes |
| 2829 | Washington and Lee University | Lexington | VA | 14 | yes |
| 1588 | Wayne State College | Wayne | NE | 8 | no |
| 1295 | Wayne State University | Detroit | MI | 1 | no |
| 2349 | Waynesburg University | Waynesburg | PA | 21 | yes |
| 1895 | Wells College | Aurora | NY | 12 | yes |
| 545 | Wesleyan College | Macon | GA | 22 | yes |
| 384 | Wesleyan University | Middletown | CT | 14 | no |
| 2696 | West Texas A & M University | Canyon | TX | 8 | no |
| 5035 | Western New England University | Springfield | MA | 13 | yes |
| 2352 | Westminster College-New Wilmington | New Wilmington | PA | 22 | no |
| 707 | Wheaton College | Wheaton | IL | 23 | no |
| 1211 | Wheaton College-Norton | Norton | MA | 14 | no |
| 2909 | Wheeling Jesuit University | Wheeling | WV | 17 | no |
| 2867 | Whitman College | Walla Walla | WA | 14 | yes |
| 2354 | Wilkes University | Wilkes-Barre | PA | 12 | yes |
| 2215 | Willamette University | Salem | OR | 14 | yes |
| 1213 | Williams College | Williamstown | MA | 14 | yes |
| 2355 | Wilson College | Chambersburg | PA | 20 | no |
| 1992 | Wingate University | Wingate | NC | 21 | yes |
| 1993 | Winston-Salem State University | Winston-Salem | NC | 34 | yes |
| 2113 | Wittenberg University | Springfield | OH | 23 | yes |
| 2463 | Wofford College | Spartanburg | SC | 23 | yes |
| 1026 | Xavier University of Louisiana | New Orleans | LA | 39 | yes |

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

A common question asked about sample surveys relates to the precision of the data, which is typically reported as the accuracy of a percentage “plus or minus x percentage points.” This figure, which is known as a confidence interval, can be estimated for items of interest if one knows the response percentage and its standard error.

Given the CIRP’s large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions which, (as is the case with most real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the CIRP data, these concerns include:

1) Traditional methods of calculating standard error assume that the individuals were selected through simple random sampling. Given the complex stratified design of the CIRP, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs

about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the CIRP stratification and weighting procedures are designed to minimize this institutional form of “response bias,” an unknown amount of non-random variation is introduced into the results.

- 2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation have changed over the years. We have found that even small changes can produce large order and context effects. Given this, the *exact* wording and order of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.
- 3) Substantial changes in the institutional stratification scheme were made in 1968, 1971, 1975, 2001, and 2009. These changes resulted in a revision of the weights applied to individual institutions. Stratification cell assignments of a few institutions may also change from time to time, but the scale of these changes and their effect on the national normative results are likely to be small in comparison to other sources of bias.

Since it is impractical to report statistical indicators for every percentage in every CIRP comparison group, it is important for those who

are interested to be able to estimate the precision of the data. Toward this end, Table D1 provides estimates of standard errors for comparison groups of various sizes and for different percentages¹ which can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 15.7 percent among students at all nonsectarian four-year colleges (a normative group that is 39,525 in size). First, we choose the column that is closest to the observed percentage 15.7—in this case “15%.”² Next, we select the row closest to the unweighted sample size of 39,525—in this case “40,000.” Consulting Table D1, we find the estimated standard error would be .179.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .179 by 1.96, which yields .350. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .4. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.3 percent and 16.1 percent 95 times out of 100.

Table D1. Estimated Standard Errors of Percentages for Comparison Groups of Various Sizes

| Unweighted size of comparison groups | Percentage | | | | | | | | | | |
|--------------------------------------|------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1% | 5% | 10% | 15% | 20% | 25% | 30% | 35% | 40% | 45% | 50% |
| 500 | .445 | .975 | 1.342 | 1.597 | 1.789 | 1.936 | 2.049 | 2.133 | 2.191 | 2.225 | 2.236 |
| 1,000 | .315 | .689 | .949 | 1.129 | 1.265 | 1.369 | 1.449 | 1.508 | 1.549 | 1.573 | 1.581 |
| 5,000 | .141 | .308 | .424 | .505 | .566 | .612 | .648 | .675 | .693 | .704 | .707 |
| 10,000 | .099 | .218 | .300 | .357 | .400 | .433 | .458 | .477 | .490 | .497 | .500 |
| 20,000 | .070 | .154 | .212 | .252 | .283 | .306 | .324 | .337 | .346 | .352 | .354 |
| 40,000 | .050 | .109 | .150 | .179 | .200 | .217 | .229 | .238 | .245 | .249 | .250 |
| 55,000 | .042 | .093 | .128 | .152 | .171 | .185 | .195 | .203 | .209 | .212 | .213 |
| 70,000 | .038 | .082 | .113 | .135 | .151 | .164 | .173 | .180 | .185 | .188 | .189 |
| 90,000 | .033 | .073 | .100 | .119 | .133 | .144 | .153 | .159 | .163 | .166 | .167 |
| 110,000 | .030 | .066 | .090 | .108 | .121 | .131 | .138 | .144 | .148 | .150 | .151 |
| 130,000 | .028 | .060 | .083 | .099 | .111 | .120 | .127 | .132 | .136 | .138 | .139 |
| 240,000 | .020 | .044 | .061 | .073 | .082 | .088 | .094 | .097 | .100 | .102 | .102 |

Note: Assumes simple random sampling.

¹ Calculated by $\sqrt{\frac{x\%(100-x\%)}{N}}$ where x is the percentage of interest and N is the population count from Table A1.

² Since the distribution of the standard errors is symmetrical around the 50 percent mid-point, for percentages over 50 simply subtract the percentage from 100 and use the result to select the appropriate column. For example, if the percentage we were interested in was 59, 100 – 59 percent yields 41, so we would use the column labeled ‘40%.’

³ To calculate the confidence interval at the 99% probability level the critical t value is 2.56.

ABOUT THE AUTHORS



John H. Pryor is Director of the Cooperative Institutional Research Program (CIRP). He is also the Managing Director of the Higher Education Research Institute (HERI), where the CIRP surveys are administered. Mr. Pryor's specific interests are in college student alcohol use, health issues, at-risk behaviors and survey research methodology. As the Director of the CIRP surveys, he conducts longitudinal research on the changing nature of college students and the impact of college.

Linda DeAngelo is the Cooperative Institutional Research Program's (CIRP) Assistant Director for Research. Dr. DeAngelo's primary responsibility is conducting and promoting research for educational improvement using CIRP data. In this role she interfaces with educational and institutional researchers about the potential uses of CIRP data for studies of educational effectiveness and student outcomes and how the use of advanced research methodologies can further our understanding of the college experience. Her research interests include diversity issues, student learning and change in diverse environments, post-baccalaureate educational aspirations, graduate school access, and faculty diversity.

Laura Palucki Blake is the Cooperative Institutional Research Program's (CIRP) Assistant Director. Dr. Palucki Blake's primary responsibilities include working with institutions to both implement the various CIRP surveys and to develop and communicate effective and innovative ways of using data for institutional improvement. Dr. Palucki Blake's research interests include assessment and accountability in higher education, the use of institutional data to foster greater understanding of student learning and development, and issues of access and equity during college.

Sylvia Hurtado is Professor and Director of the Higher Education Research Institute at UCLA in the Graduate School of Education and Information Studies. Dr. Hurtado has published numerous articles and books related to her primary interest in student educational outcomes, campus climates, college impact on student development, and diversity in higher education. She has served on numerous editorial boards for journals in education and served on the boards for the American Association of Higher Education (AAHE), the Higher Learning Commission, and is past-President of the Association for the Study of Higher Education (ASHE). *Black Issues In Higher Education* named her among the top 15 influential faculty whose work has had an impact on the academy.

Serge Tran is the Associate Director of Data Management and Analysis at HERI. As the Associate Director, he maintains HERI's research databases; computes the National Norms tables; and produces the Institutional Profile reports and other specialized reports.

**Completing College:
Assessing Graduation Rates at Four-Year
Institutions**

November, 2011/55 pages

Provides latest information on four-, five-, and six-year degree attainment rates collected longitudinally from 356 baccalaureate-granting institutions. Differences by institutional type, gender, first-generation status and race/ethnicity are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

**The American Freshman:
National Norms for Fall 2011***

December, 2011/71 pages

E-book with expanded table/175 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2011, data from approximately 203,967 freshmen students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

**The American Freshman: Forty Year Trends
March, 2006/261 pages**

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2006. The report examines changes in the diversity of students entering college; parental income and students' financial concerns; and issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

**The American College Teacher:
National Norms for the 2007–08
HERI Faculty Survey***

February, 2009/298 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2007–08 Norms covers two areas: Activities and Beliefs about Undergraduate Education and Faculty Work-Life. Within these two areas the following topics are covered: goals for undergraduate education, working with underprepared students, teaching and research practice and perspectives, engaged scholarship and academic citizenship, attitudes and beliefs about diversity, institutional values and priorities as faculty perceive them, career satisfaction and perspectives, technology use, and health and wellness. Results are reported by: all faculty, male and female faculty, and faculty by academic rank and institutional type.

*Note: Publications from earlier years are also available:
2004–05, 2001–02, 1998–99, 1995–96, 1992–93

**Advancing in Higher Education:
A Portrait of Latina/o College Freshmen
at Four-Year Institutions, 1975–2006**

October, 2008/90 pages

The purpose of this report is to provide a portrait of Latina/o students entering four-year colleges and universities from 1975–2006. It is intended as a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. The national data come from the Cooperative Institutional Research Program (CIRP) Freshman Survey. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

**Beyond Myths: The Growth and Diversity
of Asian American College Freshmen: 1971–2005**

September, 2007/63 pages

The first-year student trends examined in this report help to address some common characterizations of Asian American students, particularly with respect to their educational success, that are often overstated and taken out of context. The findings suggest that Asian Americans still have to overcome a number of obstacles, such as levels of family income and financial aid, to earn a coveted spot in higher education. This report features data collected from Cooperative Institutional Research Program (CIRP) Freshman Survey. It is based on the 361,271 Asian/Asian American first-time full-time college students from 1971–2005, representing the largest compilation and analysis of data on Asian American college students ever undertaken.

**First in My Family:
A Profile of First-Generation College Students
at Four-Year Institutions Since 1971**

February, 2007/62 pages

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decision-making process and supporting their progress in higher education. This report explores the changing dynamic between first-generation college students and their non-first-generation peers by utilizing longitudinal trends data collected through the CIRP Freshman Survey (1971–2005).

Black Undergraduates From Bakke to Grutter

November, 2005/41 pages

Summarizes the status, trends and prospects of Black college freshmen using data collected from 1971 to 2004 through the Cooperative Institutional Research Program (CIRP). Based on more than half a million Black freshman students, the report examines gender differences; socioeconomic status; academic preparation and aspirations; and civic engagement.

To download reports visit the HERI publications webpage: www.heri.ucla.edu/research-publications.php

